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**Minutes of
The Lehman College Senate Meeting
Wednesday, March 2, 2022
Senate Meeting**

Senators Present: Akinkuolie-Ibidapo, O.; Amend, A.; Babalola, V.; Banks, R.; Baraldi, C.; Barroso, G.; Bergmann, R.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Cooper, W.; Delgado, F.; Dominquez, V.; Donkor, B.; Echevarria, T.; Ewing-Morgan, D.; Fakhouri, S.; Fera, J.; Finger, R.; Firpo, A.; Fulakeza, S.; Guerrero-Berroa, E.; Hattori, T.; Holtzman, B.; Hood, J.; Hurley, D.; Kalb A.; Khatun, T.; Kim, C.; Kim, H.; Kolya, S.; Kouadio, P.; Loscocco, P.; Machado, E.; MacKillop, J.; Mahon, J.; Martinez, L.; McKenna, C.; Mills, P.; Moalem, L.; Murphy, B.; Neira, I.; Neumayer, C.; Nevers, N.; Nwosu, P.; O’Boy, D.; Ohmer, S.; Ongley, J.; Opoku, O.; Parmar, R.; Pitts, W.; Price, J.; Prince, P.; Prohaska, V.; Ramirez, M.; Ridley, T.; Rivas, T.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Serrano, E.; Sisselman, A.; Sofianos, E.; Soto, J.; Stewart, B.; Thompson, A.; Vann, M.; Vitiello, S.; Waring, E.; Wills-Jackson, C.; Wright, J.; Yavuz, D.; Zhao, L.

Senators Absent: Aisemberg, G.; Bayne, G.; Bettiol, R.; Di Raimo, S.; Farrell, R.; Ford, G.; Gerry, C.; Goring, S.; Harrison, E.; Hyman, D.; Jones, S.; Joshua, R.; Markens, S.; Mazza, C.; Moin, J.; Nasher, S.; O’Neil, C.; Rice, A.; Staton, G.; Stein S.; Vasquez S.

The meeting was called to order at 3:37 p.m. by Professor Joseph Fera, who presided over the meeting in the absence of President Fernando Delgado.

1. Approval of the Minutes

The minutes of the February 2, 2022 Senate meeting was approved by unanimous vote.

2. Announcements and Communications

a. Report of the President—

There was no report.

b. Student Legislative Assembly—

Ms. Blessing Babalola reported on the activities of the Student Government Association (SGA). She informed that SGA had been working to promote the Campus Climate Survey, and that student leaders were generating awareness on campus. Ms. Babalola shared that the survey would be available in all club rooms in the Student Life Building.

41 Ms. Babalola made several announcements. Firstly, she informed that the Lehman College
42 Food Bank would be working with a non-for-profit organization, World Central Kitchen, to
43 provide students with hot meals from local restaurants. Ms. Babalola explained that students
44 must register online to determine eligibility; she encouraged students to email
45 food.bank@lehman.cuny.edu for additional information. Secondly, Ms. Babalola informed
46 that there was a very successful club fair on February 23, 2022, in which over 120 students
47 attended the event in person. She announced that, as a result of the positive turnout, SGA
48 would be holding an outdoor spring fest. Thirdly, Ms. Babalola announced that students
49 would have access to all floors of the Leonard Leif Library and would be permitted to do so
50 using a day pass. In addition, students would be permitted to take online and in-Zoom classes
51 at the library, under the condition that students use earphones and maintain quiet.

52
53 Ms. Babalola presented several informational items. She informed of a campus-wide email
54 notification concerning the call for a student commencement speaker; she asked all to relay
55 this opportunity to students and encouraged students to submit their application. Ms.
56 Babalola reminded all that laptops and study rooms were available at the Student Life
57 Building for student utilization. She informed that the schedule was from 9:00 a.m. to 5:00
58 p.m. on Mondays, Tuesdays, and Fridays and 9:00 a.m. to 9:00 p.m. on Wednesdays and
59 Thursdays.

61 **3. REPORTS OF STANDING COMMITTEES–**

62 **1. Graduate Studies**

63 Professor Janet DeSimone presented proposals for curriculum changes in the following
64 Departments: Counseling, Leadership, Literacy, and Special Education; Health Sciences;
65 Mathematics; Middle and High School Education; Music, Multimedia, Theatre, & Dance;
66 Speech-Language-Hearing Sciences; and Social Work. There were no questions or comments.
67 Professor Fera moved to a vote. All proposals were approved by unanimous vote.

68
69 See Attachment I

70
71 The next meeting was scheduled for Wednesday, April 6, 2022 at 11:00 a.m. via Zoom.

72

73 **2. Governance Committee**

74 Professor Joseph Fera informed that there were student vacancies on the College Senate
75 Standing Committees. Subsequently, he presented the slate of students nominated by the
76 Governance Committee. Prof. Fera opened the floor to additional nominations. There were
77 none. Prof. Fera moved to a vote. The slate of students was approved by unanimous vote.

78
79 Prof. Fera reiterated the College Senate Standing Committees elections process for faculty
80 members. He also communicated the role of the Governance Committee in helping to select
81 and secure faculty candidates to fill committee vacancies.

82
83 Prof. Fera announced that the College Senate would be held from 3:45 p.m. to 5:15 p.m.—a
84 new timetable arranged to begin fall of 2022, in light of changes to the Study Bell Schedule.
85 Prof. Fera provided a brief history behind the change, explaining that such was a response in
86 accommodation of students who shared their concerns regarding scheduling conflicts.

87
88 See Attachment II

89
90 The next meeting was scheduled for Wednesday, March 16, 2022 at 10:00 a.m. via Zoom.

91 **3. Committee on Admissions, Evaluations, and Academic Standards**

92 Professor Sandra Campeanu provided an update on the committee’s grading policy report.

93
94 Concerning the University’s newest resolution on standardized testing for undergraduate
95 admissions, Prof. Campeanu presented one informational item.

96
97 See Attachment III

98
99 The next meeting was scheduled for Wednesday, March 23, 2022 at 4:00 p.m. via Zoom.

100

101 **4. Undergraduate Curriculum**

102 Professor Lynn Rosenberg, presented proposals for curriculum changes in the following
103 Departments: Economics and Business, Health Sciences, Latin American and Latino Studies,

104 and Mathematics. There were several questions and comments. Ms. Tameka Ridley
105 commended Prof. Rosenberg and the committee on the proposal, she also highlighted how
106 beneficial the changes were to students. Ms. Tiffany Echevarria requested additional details
107 regarding the “Add Distance Format,” listed in the proposals of the following departments:
108 Economics & Business and Latin American and Latino Studies. Prof. Rosenberg explained
109 that the Add Distance Format would ensure that the programs can run a degree with a
110 percentage of online learning that is greater than 50 percent. Professor Fera moved to a vote.
111 All proposals were approved by unanimous vote.

112
113 See Attachment IV

114
115 The next meeting was scheduled for Wednesday, April 13, 2022 at 1:00 p.m. via Zoom.

116
117 **5. Academic Freedom:**

118 Professor David Manier informed that the resolution on the Defacement, Mutilation, or
119 Destruction of Posters would be withdrawn for review by the committee. Comments on the
120 matter are as follows:

121
122 Professor Penny Prince expressed that the resolution would not be enough and asserted that
123 the campus must address the issue as a community. Professor Manier agreed and explained
124 that the resolution had been withdrawn for this very reason; he informed that the committee
125 would be working with the College’s Executive Counsel, Bridget Barbera, to address the
126 issue. Ms. Barbera offered some context on the situation, highlighting the events that
127 prompted the resolution. She explained that meeting with the committee and providing her
128 counsel would not only help to make the resolution stronger, but also help to improve
129 campus culture altogether. Ms. Barbera encouraged Prof. Prince to join in on the
130 conversation as well as share her recommendations at the next meeting of the committee.

131
132 See Attachment V

133
134 The next meeting was scheduled for Friday, March 4, 2022 at 2:00 p.m. via Zoom.

135

136 **6. Library, Technology, and Telecommunication**

137 Mr. Steven Castellano brought announcements from the Library, Division of Information
138 Technology, and concerning Blackboard.

139
140 See Attachment VI.

141
142 The next meeting was scheduled for Wednesday, March 30, 2022 at 11:00 a.m. via Zoom.

143
144 **7. Campus Life and Facilities**

145 Professor Jennifer Collett reported updates and announcements from the committee. Among
146 the items reported, were a number of concerns, including one ongoing issue: student access
147 to facilities on campus with regards to their studies and remote learning. In reference to the
148 concerns surrounding student access to facilities, discussion ensued as follows:

149
150 The VP of Administration and Finance, Rene Rotolo, informed that there were a number
151 of spaces available to students, including but not limited to the following: the Carmen Hall
152 cafeteria, the Harmony Café in the Music Building, and the Academic IT Center in Carmen
153 Hall. VP Rotolo assured that there would be better communication in terms of the options
154 available, including a campus-wide email. The Vice President of Student Affairs, Dr.
155 Jermaine Wright, added that there were multiple facilities available to students in the
156 Student Life Building as well.

157
158 Student Senator Caleb Kim of the Campus Life and Facilities committee acknowledged
159 the spaces available to students, but clarified the underlying issue on the matter. He
160 explained that the facilities were booked to the max for most of the day and especially
161 during peak hours; that the spaces offered could not accommodate a large number of
162 students, let alone an enrolled cohort of 12,000; and that these spaces were crowded, so
163 much so that students are left to lounge in the most unexpected of places, including the
164 floor. Mr. Kim highlighted a technical issue as well: unclaimed reservations. He explained
165 that the scheduling tool, used to book a seat or space, was inconvenient, as it creates some
166 difficulty for students in canceling their appointments. In addition, no-shows with reserved
167 seats leave students, who require the space, with no other option. Dr. James Mahon, the

168 Dean of the School of Arts & Humanities, acknowledged the issue at hand as well as
169 acknowledged student demands for supplementary spacing. He urged that the College
170 reexamine the issue, discover news ways to accommodate students, and asked that the
171 College consider a time-cancellation system or waiting list for the scheduling tool.

172
173 Professor Penny Prince called attention to pricing issues in the cafeterias, particularly how
174 expensive the menu items were, and she shared her concerns about affordability for students.
175 The discussion ensued as follows:

176
177 VP Rotolo explained that not long ago, the College was placed in a difficult position, one
178 where the College's food services vendor had gone out of business. To avoid leaving
179 Lehman without a food services provider, and as additional options were unavailable, the
180 College made the decision to contract a vendor that had dealings with the University. VP
181 Rotolo communicated that the College would be developing a request for proposal (RFP)
182 to find a permanent vendor, and that, per usual, a committee would be established for this
183 process. She suggested the on-campus food truck service as well as the Grab-and-go food
184 service vendor as alternative possibilities for the future. Professor Sarah Ohmer requested
185 additional information on the RFP and details on when the College would suggest a
186 committee. VP Rotolo explained that the request was just approved by the University and
187 that the Director of Procurement, Anjanette Antonio, must first develop the RFP before a
188 committee can be developed. However, VP Rotolo assured that Lehman would seek
189 member recommendations from the committee on Campus Life and Facilities once it has
190 undergone the necessary steps.

191
192 See Attachment VII

193
194 The next meeting was scheduled for Wednesday, April 6, 2022 at 2:30 p.m. via Zoom.

195
196 **8. Budget and Long-Range Planning**

197 Professor Haiping Cheng reported on the February 23, 2022 meeting of the Joint Committee
198 of Senate and FP&B Budget and Long Range Planning.

199

200 See Attachment VIII

201

202 The next meeting was scheduled for Wednesday, April 27, 2022 at 1:00 p.m. via Zoom.

203

204 **9. University Faculty Senate Report**

205 Professor Melissa Castillo-Planas presented the report of the February 22, 2022 University
206 Faculty Senate.

207

208 See Attachment IX

209

210 The next Plenary Session was scheduled for Tuesday, March 29, 2022 at 6:30 p.m.

211

212 **4. Report of Ad Hoc Committee**

213 **a. Report of the Academic Assessment Council—**

214 Dr. Victor Brown reported on the activities of the Academic Assessment Council.

215

216 See Attachment X

217

218 The next meeting was scheduled for Thursday, March 10, 2022 at 2:00 p.m. via Zoom.

219

220 **Old Business**----None.

221

222

223 **New Business**----None.

224

225 **ADJOURNMENT**

226 Professor Joseph Fera adjourned the meeting at 5:21 p.m.

227

228 Respectfully submitted:

229

230 Cynthia Cessant

231

Senate Meeting – March 2, 2021
Proposed Graduate Studies Report

On behalf of the Graduate Studies Committee, I would like to put forth proposals from the following departments:

Department of Health Sciences

- Change in degree requirements: Advanced Certificate, Health Education
- New course: HEA 708

Department of Music, Multimedia, Theatre and Dance

- Change in degree requirements: MAT, Applied Music and Music Teaching
- New course: MST 721

Department of Speech-Language-Hearing Sciences

- Change in admission requirements: MA, Speech-Language Pathology
- Change in admission and degree requirements: MA, Speech-Language Pathology (teacher certification option)
- Change in admission requirements: MA, Speech-Language Pathology (Bilingual Extension)

Department of Social Work

- Change in degree requirements: MSW program

Department of Mathematics

- New courses: MAT 523, 524, 525, 757

Department of Counseling, Leadership, Literacy and Special Education

- New Advanced Certificate: Teacher Leadership (including distance education format)
- Course changes: EDR 706, 729, 775

Department of Middle and High School Education

- Change in admission requirements: Advanced Certificate, Science Education

Does anyone have any questions and/or comments? All those in favor say I. Anyone opposed? Any abstentions?

Our next meeting will be on April 6, 2022.

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

Request for Registration of a New Advanced Certificate Program

Name of Program and Degree Award: Teacher Leadership Advanced Certificate Program

Proposed Hegis Number: 0829.00 Curriculum & Instruction

Program Code: TBD

Effective Term: Spring 2023

1. **Type of Change:** New Advanced Certificate Program (with Online Option)

2. **Description:**

Advanced Certificate in Teacher Leadership (12-Credit)

The Advanced Certificate in Teacher Leadership program is designed for practicing teachers who want to gain the 21st century skills needed to work with school administrators in leading instructional improvement through shared leadership and collaboration. *This advanced certificate program does not lead to any state teacher or leader licensure.*

Admissions Requirements:

1. Official transcripts from every college or university attended showing evidence of a bachelor's degree or higher in an education-related field (e.g., Elementary Education, Special Education, Mathematics Education, Speech & Language, School Counseling, etc.) from an accredited college or university;
2. Proof of permanent or professional certification in teaching, school counseling, speech therapy, or the equivalent (May be waived in some circumstances at the discretion of the program coordinator);
3. A minimum 3.0 (B) GPA from a completed undergraduate degree program;
4. Evidence of a minimum of three years classroom teaching service or pupil personnel service, such as school psychologist, speech therapist, etc. in a P-12 setting, or equivalent, preferred;
5. Two letters of recommendation from an administrator in your district's central office, immediate supervisor in your educational setting, and/or other educational supervisor or administrator of your choice;

6. A written one-page essay that addresses the following question: What is your vision of leadership in American public schools of the 21st century?; and
7. Personal interview by invitation of the program coordinator.

Admissions Criteria: Preference will be given to candidates with a graduate grade point average of 3.0 or higher. Three years of experience as a classroom teacher or pupil personnel service in a P-12 school setting is preferred.

Program of Study: The program of study consists of 12 credits of core courses. Most courses require that candidates participate in at least six hours of leadership experiences in schools during the semester.

Course Sequence:

Semester	Courses
<i>Fall 1</i> 6 credits total	EDL 704 Instructional & Curriculum Leadership (3 credits) EDR 729 Leading Change in a Digital Age (3 credits)
<i>Spring 1</i> 6 credits total	EDR 706 Professional Writing for Teacher Leaders (3 credits) EDR 775 Strategic Supervision & Leadership (3 credits)

Existing Courses

EDL 704 Instructional & Curriculum Leadership (3 credit hours). Considers structural and professional coordination and supervision of instruction and curriculum. Topics include, but are not limited to developing an instructional vision; clinical supervision; learning theories; curriculum development and theories; instructional and assessment strategies; in-service program design and implementation; and summative and formative evaluations. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.

EDR 775 Strategic Supervision & Leadership (3 credit hours). Examines the role of teacher leaders highlighting change theory and interpersonal skills/behaviors of effective teacher leaders in P-12 settings. Topics include, but are not limited to, facilitation of professional learning communities, implementing coaching cycles, strategies for prompting staff collaboration, approaches for motivating and empowering staff, and facilitating lesson studies. Application of a coaching cycle in an educational context. (10 fieldwork hours required) PREREQ: EDL 704

New Courses

EDR 729 Leading Change in a Digital Age (3 credit hours). Usage of digital applications to support curriculum, instruction, and assessment practices of teachers. Considers how to leverage digital tools to facilitate teacher development through various models of supervision, professional learning, and design principles, along with social, legal, and ethical considerations. Development and implementation of a professional learning module. (10 fieldwork hours required)

EDR 706 Professional Writing for Teacher Leaders (3 credit hours). Examine processes for determining program effectiveness and improvement. Exploration of different forms of writing conducted by teacher leaders, including surveys, professional development plans, school curriculum improvement plans, grant proposals, community outreach documents, etc. Application of professional writing and editing through a writing workshop and implementation of a written plan in an educational context. (10 fieldwork hours required)

4. Rationale:

In an era of increased accountability, teacher quality is receiving more attention from schools and districts. Teachers who have significant teaching experience, demonstrate highly effective practices, and are respected by their peers may be called upon to take on leadership roles to improve instructional quality in their schools with little formal training or support. There is demand for teacher leaders who can expand their reach beyond the classroom ([Knight, 2019](#)). This can be done by sharing best practices with colleagues, facilitating deeper collaboration within and across schools, leading school-wide initiatives, and creating professional learning opportunities ([Stoetzel & Shedrow, 2020](#)). In 2014, NYC public schools created an [expanded career ladder](#) for teachers, creating roles of master teacher, model teacher and peer collaborative teacher ([United Federation of Teachers, n.d.](#)). A [UNESCO case study report](#) found that these teacher leaders in NYC had a positive effect in schools on teacher voice, teacher collaboration, professional development cycles, teacher satisfaction, teacher retention, and overall school culture ([Crehan, Tournier, & Chimier, 2019](#)). Our experiences show that students and alumni in the Literacy Studies program have sought advice and support in understanding and facilitating their roles in these positions, indicating a need for more formalized preparation programs. This advanced certification program is designed to support a career pathway for growth by equipping teacher leaders with the 21st century skills needed to improve teacher quality and enact change in their schools and districts.

A distance education format proposal (see attached NYSED documents) is also being submitted to offer the Teacher Leadership Advanced Certificate program in an online format. The distance learning format will provide greater flexibility to students by

allowing them to complete the program by taking all courses HyFlex, where they are able to select the mode (synchronous online or asynchronous) that matches their needs for particular class sessions. The department plans on offering at least one section of each course HyFlex each year.

5. Date of Department Approval: December 1, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** Title, Description

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Education
Course Prefix & Number	EDR 775
Course Title	Literacy Theories and Programs: Perspectives for Administrators
Description	Survey course of literacy theory, methods, and programs for school administrators.
Pre/ Co Requisites	Permission of Coordinator
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 775
Course Title	<u>Strategic Supervision and Leadership</u>
Description	<u>Examines the role of teacher leaders highlighting change theory and interpersonal skills/behaviors of effective teacher leaders in P-12 settings. Topics include, but are not limited to, facilitation of professional learning communities, implementing coaching cycles, strategies for prompting staff collaboration, approaches for motivating and empowering staff, and facilitating lesson studies. Application of a coaching cycle in an educational context. (10 fieldwork hours required)</u>
Pre/ Co Requisites	<u>EDL 704; Permission of Coordinator</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Changing the course from *Literacy Theories and Programs: Perspectives for Administrators* to *Strategic Supervision and Leadership* broadens the course to focus on leadership at different levels. In addition, we shift the focus from literacy theories and programs to theories, methods, and programs for teacher leaders across content

areas. This is a required course in the proposed Teacher Leadership Advanced Certification Program.

4. Revised Learning Outcomes (By the end of the course students will be expected to):

- Identify and exemplify how issues of equity and diversity shape school culture and school change initiatives
- Articulate a critical understanding of the roles and relationships of stakeholders within districts and schools, and how they impact school effectiveness
- Describe the key elements of supervision and describe how it differs from evaluation and observation
- Articulate a critical understanding of evidence-based observation and how it can impact student learning
- Develop and refine techniques, strategies, and personal skills facilitating the development of helping and caring relationships with teachers, while promoting interactive communication with administrators concerned with improving teaching and learning.
- Demonstrate effective supervisory and leadership behaviors during the daily challenges and opportunities present in school settings

5. Date of Departmental Approval: December 1, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 706
Course Title	Professional Writing for Teacher Leaders
Description	Examine processes for determining program effectiveness and improvement. Exploration of different forms of writing conducted by teacher leaders, including professional development plans, school curriculum improvement plans, grant proposals, community outreach documents, etc. Application of professional writing and editing through a writing workshop and implementation of a written plan in an educational context. (10 fieldwork hours required)
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:**

This is a required course for the proposed Teacher Leadership Advanced Certification Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Utilize curriculum and school-wide program effectiveness and areas for continued growth to inform written communications
- Express processes and procedures to strengthen student learning and achievement within the school and community through written communications
- Understand how to discuss ongoing inquiry and analysis efforts around an instructional focus through patterns and trends of curriculum implementation, teaching practices, and student learning in written communications
- Develop a written action plan in collaboration with school leaders for teacher leadership initiatives, identifying opportunities in resources, trends, student learning, and teacher learning
- Apply evidence-based strategies to support belonging, participation, and learning for all students, within their schools, families, and communities, in written communications
- Demonstrate effective written communication skills when communicating with a variety of stakeholders in an educational context

5. **Date of Departmental Approval:** December 1, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy Studies
Course Prefix & Number	EDR 729
Course Title	Leading Change in a Digital Age
Description	Usage of digital applications to support curriculum, instruction, and assessment practices of teachers. Considers how to leverage digital tools to facilitate and evaluate teacher development through various models of supervision, professional learning, and design principles, along with social, legal, and ethical considerations. Development and implementation of a professional development module. (10 fieldwork hours required)
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
	<input type="checkbox"/> Scientific World

3. **Rationale:**

This is a required course for the proposed Teacher Leadership Advanced Certification Program.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Understand the problems and opportunities generated by the current social, political, and cultural systems of education in the 21st century
- Apply and use various technologies and digital applications that exemplify principles of supervision, design, and professional learning to lead teacher development and change at the school or district level
- Design research-based professional learning using adult learning principles, while continually seeking opportunities for reflection, differentiation, and feedback
- Interpret data and evaluate professional learning programs for effectiveness to make informed decisions regarding frameworks, implementation, and evaluation of instructional programs and practices
- Discuss how to create a culture of shared leadership that bolsters collaboration with teachers and school leaders through technological tools and applications

5. **Date of Departmental Approval:** December 1, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Health Education Advanced Certificate Program

Hegis Number: 0837

Program Code: 39592

Effective Term: Fall 2022

1. **Type of Change**: Change in degree requirements

2. **From**:
Health Education Advanced Certificate Program

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. ~~The Advanced Certificate will enable them to become certified to teach Health Education P-12 in NYS in addition to their base certificate. This program requires 12 credits in Health Education core content and 6 credits in fieldwork through the Student Teaching Internship course.~~

Students wishing to do so may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

Admission Requirements

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study (Total 18 credits):

Content Courses (Total of 6 credits):

HEA 671	Teaching Strategies for Health; Psychosocial Wellness	3
HEA 507	Human Sexuality	3
Student Teaching Internship (Total 6 credits):		
ESC 595	Internship in Classroom Teaching	1-3
ESC 614	Teaching Internship Seminar in Secondary Education	4
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

ESC 595 is a variable credit course and must be taken for two credits.

Elective Courses (Total of 6 credits):

HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 511	Perspectives on HIV/AIDS	3
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health	3

For further information please contact:

Dr. Lisa Fusco

Program Director

lisa.fusco@lehman.cuny.edu

**3. To:
Health Education Advanced Certificate Program**

The Advanced Certificate in Health Education is an 18-credit program that prepares educators to provide school health education instruction. Upon completion of the program the candidates are eligible to apply for New York State Department of Education (NYSED) Health Education certification. This program will be offered to students who already possess a Master’s degree and a New York State (NYS) initial or professional certification in any subject area. Therefore, this program offers an alternative route to eligibility for New York State Certification in Health Education without completing a separate Master’s degree in Health Education. Students will need possess prerequisite health content courses for admission.

Students wishing to do so may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

Admission Requirements

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- 15 credits required to be approved by the program to meet the NYSED 30-credit minimum health education content requirement.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study (Total 18 credits):

Prerequisite Health Content Courses:

(15 health content credits required to be approved by the program to meet the NYSED 30-credit minimum health education content requirement)

Required Health Content Courses: 6 credits

<u>HEA 507</u>	<u>Human Sexuality</u>	<u>3</u>
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<u>HEA 671</u>	<u>Teaching Strategies for Health; Psychosocial Wellness</u>	<u>3</u>
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Internship Fieldwork: 3 credits

<u>HEA 708</u>	<u>Curriculum, Materials, and Assessment and Field Work in Health Education</u>	<u>3</u>
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Elective Health Content Courses: 9 credits

HEA 502	Women and Health	3
HEA 509	Drugs and Substance Abuse	3
HEA 510	Health and Aging	3
HEA 511	Perspectives on HIV/AIDS	3
<u>HEA 626</u>	<u>Mental Health and the Classroom Teacher</u>	<u>3</u>
HEA 627	Health Problems and Issues in Contemporary Society	3
HEA 636	Perspectives on Death and Dying	3
HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health	3

The following NYSED certification requirement workshops must be completed prior to applying for NYSED certification.

- Child Abuse and Violence Prevention
- Dignity for All Students Act

For further information please contact:

Dr. Lisa Fusco

Program Director

lisa.fusco@lehman.cuny.edu

4. Rationale:

NYSED has 30 semester hours of health content courses as a requirement to apply for certification. This admission requirement needs to be clear and made known to all students entering program.

To ensure students meet the 30 semester hours of health content NYSED requirement, the curriculum needs to be updated so that students are taking mostly health content credits rather than pedagogical courses, which the state does not count or need.

HEA 708 is replacing ESC 708 as the ESC prefix prohibits the course to be used toward the 30 credits needed by NYSED. By creating this course, we are ensuring students get the courses they need with the health content required. This will also help designate the difference between ESC 708, which our MEd students take along with fieldwork courses, and HEA 708, which our Advanced Certificate students take that includes fieldwork.

By removing ESC 595 and ESC 611, we are removing pedagogy that is unnecessary and increasing the elective content courses that are required for certification. The required fieldwork will take place in HEA 708.

By adding more electives to the offering list, we can ensure our students are getting a well-rounded comprehensive curriculum of health content that NYSED requires for teaching certification.

NYSED requires workshops to be completed prior to certification. Many of the students already have these completed; however, it is crucial to have the information available in our bulletin and website to ensure the program is meeting all requirements.

Lastly, the order of two courses was changed so that they are now consecutive and appear more reader friendly.

5. Date of departmental approval: 12/01/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of change:** New Course

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Health Education
Course Prefix & Number	HEA 708
Course Title	Curriculum, Materials, Assessment, and Fieldwork in Health Education
Description	Development of a culminating curriculum project in health education that includes analysis of contextual factors; integration of prior coursework and research; theoretical foundations of health education learning goals; assessment plan; design of instruction; technology; analysis of student learning, reflection on teaching practice, and supervised classroom fieldwork experience.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	<input checked="" type="checkbox"/> Not Applicable
	<input type="checkbox"/> Required
	<input type="checkbox"/> English Composition
	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> Science
	<input type="checkbox"/> Flexible
	<input type="checkbox"/> World Cultures
	<input type="checkbox"/> US Experience in its Diversity
	<input type="checkbox"/> Creative Expression
	<input type="checkbox"/> Individual and Society
<input type="checkbox"/> Scientific World	

3. Rationale:

NYSED has 30 semester hours of health content courses as a requirement to apply for certification. To ensure students meet the 30 semester hours of health content NYSED requirement, the curriculum needs to be updated so that students are taking mostly health content credits rather than pedagogical courses that the state does not count or need. While ESC 708 is recognized as the pedagogical requirement of NYSED, it does not meet the health education requirement. This is a course that is used across programs in the School of Education. By creating this course to be very similar to its ESC equivalent, but offering it in HEA, we can ensure health education pedagogy and will be able to count the course toward the students 30 health content hours required by NYSED. ESC 708 also will include 50 hours of required fieldwork. It is priority that all credits taken in the program meet the NYSED required 30 semester health content hours.

Learning Outcomes (By the end of the course students will be expected to):

- 1) Apply pedagogical knowledge, understanding, and skills as set forth by the NYSED.
- 2) Complete field experience of at least 50 health education classroom observation/teaching hours in health education.
- 3) Express an understanding of health education theory and models as reflected in health education portfolio assignment.
- 4) Demonstrate an ability to teach health education to students in a real classroom through field work hours.

- 5) Appraise the impact of health education through the observation of a health education classroom teacher.
- 6) Identify improvement of teaching practices, planning, implementation, and assessment through reflection assignment and instructor feedback.
- 7) Identify various inclusive practices, processes, and resources used to develop curriculum in health education.
- 8) Demonstrate the concepts of applying inclusive practices to the classroom for all student abilities.
- 9) Compile an electronic portfolio that showcases pedagogy, practice, assessment, and teaching experience/evidence.
- 10) Develop, implement, and evaluate a comprehensive, effective, and inclusive health education curriculum.

5. **Date of Departmental Approval:** 12/01/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF MATHEMATICS**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Mathematics
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 523
Course Title	Number Systems for Educators
Description	Number systems, their representations, development, properties, and relationship to one another. Operations, computations, and historical developments of these ideas also included. (Intended for in/pre-service elementary and middle school teachers.)
Pre/ Co Requisites	Department Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

There are currently no graduate-level Math courses designed for pre-service and in-service elementary and middle school math educators. MAT 523 fills this gap in the essential content areas of Number Systems and Number Theory. Students enrolled in early childhood and 5-9 Math Teacher certification programs will be able to use these classes towards their math content requirements. Additionally, in-service teachers enrolled in graduate programs may use these classes if they need math credits.

4. Learning Outcomes (By the end of the course students will be expected to):

1. Know and describe various types of real numbers (whole, integer, rational, irrational, decimal).
2. Know fundamental properties of addition, subtraction, multiplication, and division.
3. Use various representations (e.g. diagrams, math drawings, tables) conceptual models and appropriate technologies to solve problems.
4. Explain why standard numerical algorithms for arithmetic work.
5. Develop algebraic thinking.
6. Familiarize self with and interpret common mathematics errors and misconceptions made by elementary school students.

5. Date of Departmental Approval: December 14, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF MATHEMATICS**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Mathematics
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 524
Course Title	Algebraic Thinking for Educators
Description	Representing and analyzing mathematical situations and structures using generalization, algebraic structures, and reasoning. Special attention given from the transition from arithmetic to algebra, functions, and modeling. (Intended for in/pre-service elementary and middle school teachers.)
Pre/ Co Requisites	Department Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

There are currently no graduate-level Math courses designed for pre-service and in-service elementary and middle school math educators. MAT 524 fills this gap in the essential content areas of algebraic thinking, functions, and modeling. Students enrolled in early childhood and 5-9 Math Teacher certification programs will be able to use these classes towards their math content requirements. Additionally, in-service teachers enrolled in graduate programs may use these classes if they need math credits.

4. Learning Outcomes (By the end of the course students will be expected to):

1. Understand algebraic reasoning, representation and creation of algebraic formulas.
2. Use algebra content appropriate for K-8 mathematics teachers, including the use of technology to study algebra and historical connections to algebra.
3. Apply the fundamentals of algebra, functions, tables, graphs, and relationships.
4. Develop algebraic thinking and reasoning.
5. Reflect on the pedagogical implications of the above concepts throughout the course.

5. Date of Departmental Approval: December 14, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF MATHEMATICS**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Mathematics
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 525
Course Title	Geometry And Data for Educators
Description	Topics in geometry, probability, and statistics using accessible and relevant technology, including measurement, length, area, volume, transformations, sample space, success, descriptive data measures, and experimental design. (Intended for in/pre-service elementary and middle school teachers.)
Pre/ Co Requisites	Department Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

There are currently no graduate-level Math courses designed for pre-service and in-service elementary and middle school math educators. MAT 525 fills this gap in the essential content areas of geometry, probability, and statistics. It also utilizes relevant and accessible technology for educators. Students enrolled in early childhood and 5-9 Math Teacher certification programs will be able to use these classes towards their math content requirements. Additionally, in-service teachers enrolled in graduate programs may use these classes if they need math credits.

4. Learning Outcomes (By the end of the course students will be expected to):

1. Develop a deep and thorough understanding of axiomatic reasoning, geometric representation and constructions
2. Extend and connect geometric reasoning to algebraic thinking.
3. Describe the pedagogical aspect of geometry content appropriate for K-8 mathematics
4. Use technological tools for teaching and learning geometric concepts
5. Apply theoretical frameworks concerning geometric learning and geometric thinking

5. Date of Departmental Approval: December 14, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF MATHEMATICS**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Mathematics
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 757
Course Title	Special Topics in Statistics
Description	The presentation of special topics in Statistics, Data Science, and related applications. (May be reelected for credit as often as the topic changes.)
Pre/ Co Requisites	Department Permission
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Mathematics Department plans to expand its course offerings in applied areas. This includes presenting topics/content of special importance to the areas of Statistics and Data Science, which will better serve Lehman graduate students. This topics class will allow Department faculty (both existing and new) to offer relevant, interesting, and engaging courses in this area.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- Define and explain Statistical concepts relevant to the special topic covered.
- Understand fundamental concepts, formulas, and tools relevant to the special topic covered.
- Apply facts and theorems to solve applied problems on the special topic covered.
- Recognize the relevance and importance of the special topic covered to the field and in real-world applications.

5. **Date of Departmental Approval:** December 14, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Science Education Advanced Certificate

Hegis Number: 0834.00

Program Code: 27818

Effective Term: Fall 2022

1. Type of Change: Change in Degree Requirements

2. From:
Science Education Advanced Certificate (24 credits)

This program is designed for candidates who already have a bachelor's and a master's degree in Biology, Chemistry, Geology, or Physics and who seek New York State Certification in one of the following content areas: Biology, Chemistry, Earth Science, and Physics, Grades 7-12.

Program Requirements

Students must consult with an adviser in the Science Education program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a Science Education adviser. All students must complete the 24-credit curriculum below. In order to be recommended for NYS certification at the completion of the Certificate Program, candidates must pass the Educating All Students (EAS), Teacher Performance Assessment (edTPA), and the CST in one of the sciences, and meet any additional New York State requirements.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university that meets New York State's requirements for a general education core in liberal arts and sciences.
2. Possess an approved master's degree in an appropriate content area. Have completed a minimum of 36 credits in biology, chemistry, geology, or physics.
3. Demonstrate the ability to pursue graduate study successfully by having a master's Grade Point Average of 3.0 or better.
4. Satisfy the content requirements for New York State initial certification.
5. Submit scores on the NYS Content Specialty Test (CST.)
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview.

8. Meet additional Departmental, divisional, and New York State requirements, if any.
9. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Curriculum

The 24-credit certificate curriculum consists of two instructional areas:

I. Core Education Sequence (15 credits):

ESC 501	Psychological Foundations of Education	3cr.
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3cr.
ESC 529/EDR 529	Language and Literacies Acquisition in Secondary Education	3cr.
ESC 596	Student Teaching in Middle and High School Grades	3cr.
	And	
ESC 612	Seminar in Secondary Student Teaching.	3cr.

II. Methods, Curriculum, and Instruction (9 credits):

ESC 519	Teaching Science in Middle and High School	3cr.
ESC 506	Special Needs Education in TESOL and Secondary Settings	3cr.

And 3 additional credits to be selected in consultation with the Program Coordinator from the following courses:

ESC 767	The Museum as a Resource for Teaching Science	3cr.
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topic	1-3cr.

ESC 767: Or equivalent

3. To:

Science Education Advanced Certificate (23-24 credits)

This program is designed for candidates who already have a bachelor's and a master's degree in Biology, Chemistry, Geology, or Physics and who seek New York State Certification in one of the following content areas: Biology, Chemistry, Earth Science, and Physics, Grades 7-12.

Program Requirements

Students must consult with an adviser in the Science Education program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a Science Education adviser. All students must complete the 23-24-credit curriculum below. In order to be recommended for NYS certification at the completion of the Certificate Program, candidates must pass the Educating All Students (EAS), Teacher Performance Assessment (edTPA), and the CST in one of the sciences, and meet any additional New York State requirements.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university that meets New York State's requirements for a general education core in liberal arts and sciences.
2. Possess an approved master's degree in an appropriate content area. Have completed a minimum of 36 credits in biology, chemistry, geology, or physics.
3. Demonstrate the ability to pursue graduate study successfully by having a master's Grade Point Average of 3.0 or better.
4. Satisfy the content requirements for New York State initial certification.
5. Submit scores on the NYS Content Specialty Test (CST.)
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview.
8. Meet additional Departmental, divisional, and New York State requirements, if any.
9. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Curriculum

The 23-24-credit certificate curriculum consists of two instructional areas:

I. Core Education Sequence (14-15 credits):

ESC 501	Psychological Foundations of Education	3cr
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3cr
ESC 529/EDR 529	Language and Literacies Acquisition in Secondary Education	3cr.
ESC 596	Student Teaching in Middle and High School Grades	3cr.
	<u>Or</u>	
<u>ESC 595</u>	<u>**Internship in Classroom Teaching</u>	<u>1-3cr.</u>
	And	
ESC 612	Seminar in Secondary Student Teaching.	3cr.

Students who are in-service teachers of record will enroll in **ESC 595 (for 2 credits only) instead of ESC 596.

Students will be advised to take the following two NYS Teacher License exams before enrolling in ESC 596 or ESC 595 or ESC 612: Content Specialty Test (CST) and the Educating All Students (EAS) test.

II. Methods, Curriculum, and Instruction (9 credits):

ESC 519	Teaching Science in Middle and High School	3cr.
ESC 506	Special Needs Education in TESOL and Secondary Settings	3cr.

And 3 additional credits to be selected in consultation with the Program Coordinator from the following courses:

ESC 767	The Museum as a Resource for Teaching Science <u>in Secondary Settings</u>	3cr.
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topic	1- 3cr.

ESC 767: Or equivalent

4. Rationale:

Addition of ESC 595: Teachers who are currently in-service teachers of record should take ESC 595 (internship in classroom teaching) instead of taking ESC 596 (Student Teaching in Middle and High School Grades), which is designated for pre-service teachers (teachers who are not teaching in the classroom).

Advising students to pass the required NYS certification exams (CST and EAS) before enrolling in student teaching helps ensure that teachers are prepared to engage in student teaching and that they are on a clear path to becoming certified.

5. Date of departmental approval: December 9, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Music MAT

Hegis Number: 0832

Program Code: 25824

Effective Term: Fall 2022

1. **Type of Change:** Adding an elective

2. **From:**
Applied Music and Music Teaching M.A.T. Program

The combined Master's Degree in Applied Music and Music Teaching offers students who have already earned a bachelor's degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching competency. The program is designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12. Courses are offered in Pedagogical Methods, Music History, Theory, and Performance along with School of Education topics. Students are supervised in their fieldwork and student teaching or internship by faculty members in the Department of Music. Once students have completed the degree requirements as well as any outstanding requirements at the undergraduate level*, along with the New York State Teaching Certification Exams (NYSTCE) and workshops**, they are eligible to apply for New York State Certification. Counseling is provided by the Graduate Advisers or Coordinators of the Department of Music, Multimedia, Theatre, and Dance and/or the School of Education.

To graduate, students must complete all degree requirements, including educational core courses, with an overall GPA of 3.0 or better. Students must complete any additional requirements, including pedagogical, content-area, and/or distribution courses, with the same 3.0+ GPA.

*The N.Y.S. Department of Education provides guidelines for required undergraduate coursework.

**As of 2019, there are three required New York State Teaching Certification Exams (NYSTCE) and three workshops.

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from an accredited institution.
- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.

- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Department of Music, Multimedia, Theatre, and Dance at 718-960-8247.
- Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.
- Demonstrate, by examination, proficiency in music theory, history, and musicianship.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree Requirements (39 or 42 credits)

The program requires a minimum of 39 or 42 credits, including 18 credits in Music, 18 credits in Pedagogy, and either 3 or 6 credits for Practicum.

I. Music Content (18)

With the approval of graduate adviser, 18 credits will be chosen from the following:

3 credits in Music Theory:

	Credits
MST 710 Advanced Musical Analysis	3
MST 750 Special Topics in Music Theory	3

3 credits in Performance Studies:

	Credits
MSH 700 Performance Practice from the Baroque to the Present	3
MSP 750 Conducting and Creative Ensemble Techniques	3

6 credits in Musicology / Ethnomusicology:

	Credits
MSH 750 Teaching and Creatively Experiencing Music History	3
And, either	

MSH 751	Topics in Ethnomusicology	3
	Or	
MSH 752	World Music Pedagogy	3

3 credits in Music Pedagogy:

		Credits
MSP 722	Vocal Pedagogy	1
MSP 723	Secondary Instrument Laboratory Ensemble I	1
MSP 724	Secondary Instrument Laboratory-Ensemble II	1

3 credits in Electives:

		Credits
MSH 701	Community Music and Arts Education	3
MSP 760	Piano for Music Teachers	3
MST 712	Advanced Electronic Music	3
MST 714	Advanced Musicianship	2
MST 730	Introduction to Music Therapy	3
MST 731	Music and the Brain	3

II. Pedagogical Core (18)

Students must complete the following courses (or equivalents) for 18 credits:

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
	or	
*EDS 701	Understanding Individuals with Disabilities	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3

ESC 733	Teaching Music in the Middle Schools	3
ESC 785	Methods of Teaching Music in the Secondary School and Adult Education	3
EDE 755	Advanced Methods of Teaching Music in the Elementary School	3
*EDS 701:	Or the equivalent.	

III. Practicum (3 or 6)

Students who are already working as music teachers of record will take:

		Credits
ESC 595	Internship in Classroom Teaching	2
ESC 611	Teaching Internship Seminar in Secondary Education	1

Students who are not already working as music teachers of record will take:

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching.	3

3. To:

Applied Music and Music Teaching M.A.T. Program

The combined Master's Degree in Applied Music and Music Teaching offers students who have already earned a bachelor's degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching competency. The program is designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12. Courses are offered in Pedagogical Methods, Music History, Theory, and Performance along with School of Education topics. Students are supervised in their fieldwork and student teaching or internship by faculty members in the Department of Music. Once students have completed the degree requirements as well as any outstanding requirements at the undergraduate level*, along with the New York State Teaching Certification Exams (NYSTCE) and workshops**, they are eligible to apply for New York State Certification. Counseling is provided by the Graduate Advisers or Coordinators of the Department of Music, Multimedia, Theatre, and Dance and/or the School of Education.

To graduate, students must complete all degree requirements, including educational core courses, with an overall GPA of 3.0 or better. Students must complete any additional requirements, including pedagogical, content-area, and/or distribution courses, with the same 3.0+ GPA.

*The N.Y.S. Department of Education provides guidelines for required undergraduate coursework.

**As of 2019, there are three required New York State Teaching Certification Exams (NYSTCE) and three workshops.

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from an accredited institution.
- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.
- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Department of Music, Multimedia, Theatre, and Dance at 718-960-8247.
- Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.
- Demonstrate, by examination, proficiency in music theory, history, and musicianship.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.

Degree Requirements (39 or 42 credits)

The program requires a minimum of 39 or 42 credits, including 18 credits in Music, 18 credits in Pedagogy, and either 3 or 6 credits for Practicum.

I. Music Content (18)

With the approval of graduate adviser, 18 credits will be chosen from the following:

3 credits in Music Theory:

	Credits
MST 710 Advanced Musical Analysis	3
MST 750 Special Topics in Music Theory	3

3 credits in Performance Studies:

	Credits
MSH 700 Performance Practice from the Baroque to the Present	3
MSP 750 Conducting and Creative Ensemble Techniques	3

6 credits in Musicology / Ethnomusicology:

	Credits
MSH 750 Teaching and Creatively Experiencing Music History And, either	3
MSH 751 Topics in Ethnomusicology Or	3
MSH 752 World Music Pedagogy	3

3 credits in Music Pedagogy:

	Credits
MSP 722 Vocal Pedagogy	1
MSP 723 Secondary Instrument Laboratory Ensemble I	1
MSP 724 Secondary Instrument Laboratory-Ensemble II	1

3 credits in Electives:

	Credits
MSH 701 Community Music and Arts Education	3
MSP 760 Piano for Music Teachers	3
MST 712 Advanced Electronic Music	3
MST 714 Advanced Musicianship	2
<u>MST 721 Film Scoring Fundamentals</u>	<u>3</u>
MST 730 Introduction to Music Therapy	3
MST 731 Music and the Brain	3

II. Pedagogical Core (18)

Students must complete the following courses (or equivalents) for 18 credits:

	Credits
ESC 501 Psychological Foundations of Education	3

ESC 506	Special Needs Education in TESOL and Secondary Settings	3
or		
*EDS 701	Understanding Individuals with Disabilities	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 733	Teaching Music in the Middle Schools	3
ESC 785	Methods of Teaching Music in the Secondary School and Adult Education	3
EDE 755	Advanced Methods of Teaching Music in the Elementary School	3
*EDS 701:	Or the equivalent.	

III. Practicum (3 or 6)

Students who are already working as music teachers of record will take:

		Credits
ESC 595	Internship in Classroom Teaching	2
ESC 611	Teaching Internship Seminar in Secondary Education	1

Students who are not already working as music teachers of record will take:

		Credits
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching.	3

4. **Rationale:**

The department is working to increase the number of elective options for students, so students will have more options from which to choose.

5. **Date of departmental approval:** 12/03/2021

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music Theory
Course Prefix & Number	MST 721
Course Title	Film Scoring Fundamentals
Description	Trends and events in film music history, techniques of film scoring, and the technical process of synchronization between music and picture.
Pre/ Co Requisites	Department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition

	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. Rationale:

Gives MAT students an opportunity for entry-level experience in digital music technology and with techniques of writing original music for visual projects.

4. Learning Outcomes (By the end of the course students will be expected to):

1. Determine where music is placed in a film and be able to score at least a 2–3-minute section of a film.
2. Conduct a show and tell with directors and discuss music modifications in a film.
3. Understand the Six Secret Weapons film composers use and re-write cues.
4. Determine sample rate, buffer size, and be able to transport projects between the workstation and the recording studio.
5. Identify the basics of the film music business and related jobs of composers.
6. Produce a demo CD using selected compositional and orchestration techniques.

5. Date of Departmental Approval: 12/03/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

Name of Program and Degree Award: MSW Program

Hegis Number: 2104.00

Program Code: 29654

Effective Term: Fall 2022

1. **Type of Change:** Change in degree requirements

2. **From:**
Social Work M.S.W. Program

The Master's of Social Work (M.S.W.) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and gain the knowledge, values and skills of the competencies of the social work profession required for Advanced Generalist Practice with individuals, families, groups, communities, and organizations, as well as for supervision, administration, research, and policy practice. The M.S.W. program is registered with the New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their M.S.W. degree will also have completed all educational requirements and will be eligible to take the New York State licensing exam for the LMSW. Students who complete the two-year curriculum and earn their M.S.W. degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Please note that the New York State Education Department has established additional requirements to be eligible to take the LCSW exam; these requirements must be met after graduation.

Four tracks are offered:

Track A: 2-Year Full-time Program

Classes meet two evenings per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Year One: Full-time Student Status

Fall Semester

		Credits
SWK 611	Generalist Social Work Practice I	3
SWK 605	Human Behavior and the Social Environment	3
SWK 639	Social Welfare Institutions and Programs	3
SWK 671	Fieldwork and Seminar I	5

Spring Semester

		Credits
SWK 612	Generalist Social Work Practice II	3
SWK 606	Human Diversity and the Social Environment	3
SWK 643	Social Welfare Policy Analysis	3
SWK 646	Social Work Research I	3
SWK 672	Fieldwork and Seminar II	5

Year Two: Full-time Student Status

Fall Semester

		Credits
SWK 713	Advanced Social Work Practice in the Urban Environment I	3
SWK 707	Understanding Clinical Assessment and Diagnosis	3
SWK 727	Supervision in Agency-Based Practice	3
SWK 773	Fieldwork and Seminar III	5

SWK 680	Special Topics in Social Work	3
	Or	
	Elective	3

Elective: Chosen from SWK 681-SWK 694.

Spring Semester

		Credits
SWK 714	Advanced Social Work Practice in the Urban Environment II	3
SWK 729	Administration in Urban Agencies	3
SWK 745	Social Welfare Policy Practice	3
SWK 747	Social Work Research II	3
SWK 774	Fieldwork and Seminar IV	5

Track B: 3-Year Extended Program

*Track B: Students are no longer being accepted into Track B. Please refer to Track D below.

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the first-year curriculum in two years and take the second year on a full-time basis.

- Year One: Part-time Student Status: Classes meet two evenings per week.
- Year Two: Part-time Student Status: Classes meet one evening per week.
Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.
- Year Three: Full-time Student Status: Classes meet two evening per week.
Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Track C: 1-Year Advanced Standing Program

Students enter as second year students.

- Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours during the academic year.

Track D: 3-Year Extended with 6-Semester Fieldwork

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the classroom coursework over three years rather than two years. Academic coursework is the same, but number of hours of fieldwork per week changes. Track D has a September graduation date.

- Academic coursework is the same as Track B* above.
- Year Two: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.
- Year Three: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Each candidate entering the Master in Social Work program without an undergraduate degree in Social Work from an accredited program must complete an approved program of study of at least 65 credits. This includes core courses, electives and field placement internships at social services organizations. Students are required to complete two internships of 600 hours each. Students in Track D are required to complete these 600 hours of internship in 15 hours per week over the Fall, Spring and Summer semesters.

Core Courses: All students are required to take the following courses and credits: SWK 605 (3), SWK 606 (3), SWK 611 (3), SWK 612 (3), SWK 639 (3), SWK 643 (3), SWK 646 (3), SWK 707 (3), SWK 713 (3), SWK 714 (3), SWK 727 (3), SWK 729 (3), SWK 745 (3), SWK 747 (3) (Total of 42 credits)

Elective Courses: All students may select from the following courses for a minimum of 3 credits:

SWK 681 (3), SWK 682 (3), SWK 683 (3), SWK 684 (3), SWK 685 (3), SWK 694 (3).

Required Internship: All students are required to take the following courses and credits.

SWK 673 (4), SWK 674 (5), SWK 675 (1), SWK 775 (4), SWK 776 (5), SWK 777 (1).

Notes for all Tracks:

1. *The program does not grant social work course credit for life experience or previous work experience.*
2. *Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.*
3. *The program does not accept non-matriculated Students unless special permission is granted.*

Admission Requirements for All Tracks:

- Bachelor's degree from an accredited college or university, including 45 liberal arts credits;
- Minimum undergraduate grade average of 3.0;
- Application to the program, including a personal statement that addresses preparation for the program, career goals, and understanding of the profession and commitment to social work values;
- Three letters of recommendation addressing applicant's suitability for the social work profession and preparedness to enter a rigorous academic program. At least two letters should be from college faculty and/or professionals in fields related to social work;
- Resume;
- An interview may be required.

Admission Requirements for Applicants to Track C, Advanced Standing Program

In addition to the above:

- Bachelor's degree with a Social Work major from a Social Work program accredited by the Council on Social Work Education;
- Minimum 3.2 cumulative index in the major;
- Include, among the three references, one reference from the advisor in the baccalaureate Social Work program or from the Program Director, and another from a field supervisor;
- Additional essay question that focus on an illustration from the field.

Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Selection Process

Applications are reviewed by the MSW Program Director, the MSW Admissions Director, and multiple faculty readers. Applications will be evaluated on:

- Academic history;
- Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the profession and commitment to social work values, and communication skills;
- Letters of recommendation.

3. To:

Social Work M.S.W. Program

The Master's of Social Work (M.S.W.) Program at Lehman College prepares social workers to assume positions of leadership in urban public and voluntary sector social service agencies and organizations. All students in the program complete an Advanced Generalist curriculum and gain the knowledge, values and skills of the competencies of the social work profession required for Advanced Generalist Practice with individuals, families, groups, communities, and organizations, as well as for supervision, administration, research, and policy practice. The M.S.W. program is registered with the New York State Education Department and is fully accredited by the Council on Social Work Education (CSWE).

Students who earn their M.S.W. degree will also have completed all educational requirements and will be eligible to take the New York State licensing exam for the LMSW. Students who complete the two-year curriculum and earn their M.S.W. degree will have met the educational requirements for the New York State licensing exam for the Licensed Clinical Social Worker (LCSW). Please note that the New York State Education Department has established additional requirements to be eligible to take the LCSW exam; these requirements must be met after graduation.

Four tracks are offered:

Track A: 2-Year Full-time Program

Classes meet two evenings per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Year One: Full-time Student Status**Fall Semester**

		Credits
SWK 611	Generalist Social Work Practice I	3
SWK 605	Human Behavior and the Social Environment	3
SWK 639	Social Welfare Institutions and Programs	3
SWK 671	Fieldwork and Seminar I	5

Spring Semester

		Credits
SWK 612	Generalist Social Work Practice II	3
SWK 606	Human Diversity and the Social Environment	3
SWK 643	Social Welfare Policy Analysis	3
SWK 646	Social Work Research I	3
SWK 672	Fieldwork and Seminar II	5

Year Two: Full-time Student Status**Fall Semester**

		Credits
SWK 713	Advanced Social Work Practice in the Urban Environment I	3
SWK 707	Understanding Clinical Assessment and Diagnosis	3
SWK 727	Supervision in Agency-Based Practice	3
SWK 773	Fieldwork and Seminar III	5
<u>SWK 747</u>	<u>Social Work Research II</u>	<u>3</u>

Elective: Chosen from SWK 681-SWK 694.

Spring Semester

		Credits
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SWK 714	Advanced Social Work Practice in the Urban Environment II	3
SWK 729	Administration in Urban Agencies	3
SWK 745	Social Welfare Policy Practice	3
<u>SWK 680</u>	<u>Special Topics in Social Work or Elective</u>	<u>3</u>
SWK 774	Fieldwork and Seminar IV	5

Track B: 3-Year Extended Program

*Track B: Students are no longer being accepted into Track B. Please refer to Track D below.

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the first-year curriculum in two years and take the second year on a full-time basis.

- Year One: Part-time Student Status: Classes meet two evenings per week.
- Year Two: Part-time Student Status: Classes meet one evening per week.
Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.
- Year Three: Full-time Student Status: Classes meet two evening per week.
Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Track C: 1-Year Advanced Standing Program

Students enter as second year students.

- Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours during the academic year.

Track D: 3-Year Extended with 6-Semester Fieldwork

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the classroom coursework

over three years rather than two years. Academic coursework is the same, but number of hours of fieldwork per week changes. Track D has a September graduation date.

- Academic coursework is the same as Track B* above.
- Year Two: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.
- Year Three: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Each candidate entering the Master in Social Work program without an undergraduate degree in Social Work from an accredited program must complete an approved program of study of at least 65 credits. This includes core courses, electives and field placement internships at social services organizations. Students are required to complete two internships of 600 hours each. Students in Track D are required to complete these 600 hours of internship in 15 hours per week over the Fall, Spring and Summer semesters.

Core Courses: All students are required to take the following courses and credits: SWK 605 (3), SWK 606 (3), SWK 611 (3), SWK 612 (3), SWK 639 (3), SWK 643 (3), SWK 646 (3), SWK 707 (3), SWK 713 (3), SWK 714 (3), SWK 727 (3), SWK 729 (3), SWK 745 (3), SWK 747 (3) (Total of 42 credits)

Elective Courses: All students may select from the following courses for a minimum of 3 credits:

SWK 681 (3), SWK 682 (3), SWK 683 (3), SWK 684 (3), SWK 685 (3), SWK 694 (3).

Required Internship: All students are required to take the following courses and credits.

SWK 673 (4), SWK 674 (5), SWK 675 (1), SWK 775 (4), SWK 776 (5), SWK 777 (1).

Notes for all Tracks:

1. *The program does not grant social work course credit for life experience or previous work experience.*
2. *Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.*

3. *The program does not accept non-matriculated Students unless special permission is granted.*

Admission Requirements for All Tracks:

- Bachelor's degree from an accredited college or university, including 45 liberal arts credits;
- Minimum undergraduate grade average of 3.0;
- Application to the program, including a personal statement that addresses preparation for the program, career goals, and understanding of the profession and commitment to social work values;
- Three letters of recommendation addressing applicant's suitability for the social work profession and preparedness to enter a rigorous academic program. At least two letters should be from college faculty and/or professionals in fields related to social work;
- Resume;
- An interview may be required.

Admission Requirements for Applicants to Track C, Advanced Standing Program

In addition to the above:

- Bachelor's degree with a Social Work major from a Social Work program accredited by the Council on Social Work Education;
- Minimum 3.2 cumulative index in the major;
- Include, among the three references, one reference from the advisor in the baccalaureate Social Work program or from the Program Director, and another from a field supervisor;
- Additional essay question that focus on an illustration from the field.

Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Selection Process

Applications are reviewed by the MSW Program Director, the MSW Admissions Director, and multiple faculty readers. Applications will be evaluated on:

- Academic history;
- Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the profession and commitment to social work values, and communication skills;
- Letters of recommendation.

4. **Rationale:**

This change is being made as students have multiple year-end extensive written assignments all due at the same time. We are moving one course with such an assignment to the fall to spread out these types of assignments.

5. **Date of departmental approval:** 1/26/22

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Language Pathology, M.A.

Hegis Number: 1220.00

Program Code: 34037

Effective Term: Fall 2022

1. **Type of Change:** Change in admission requirements

2. **From:**

Master of Arts in Speech-Language Pathology

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.

- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.
- ~~Submission of Graduate Record Examination (GRE) scores taken within five years.~~

3. **To:**

Master of Arts in Speech-Language Pathology

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

4. **Rationale:**

On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for graduate-level

teacher and educational leader programs. This bill removes the requirement that a GRE or similar exam score be submitted as part of admission requirements for graduate-level teacher and educational leader programs. The Department of Speech Language Hearing Sciences (SLHS) no longer will require applicants to submit GRE scores; however, the SLHS is reviewing other fair and equitable assessment options as a possible admissions requirement.

5. Date of departmental approval: December 10, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech-Language Pathology, M.A.

Hegis Number: 1220.00

Program Code: 25819

Effective Term: Fall 2022

1. **Type of Change**: Change in admission and degree requirements

2. **From**:

Master of Arts in Speech-Language Pathology

Speech-Language Pathology (teacher certification option)

The M.A. Program in Speech-Language Pathology with TSSLD (Teacher of Students with Speech-Language Disabilities) prepares students for professional careers as speech-language pathologists and includes teacher preparation for certification to work in schools in New York State. Graduates of this M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for teacher certification and state licensure in Speech-Language Pathology. The graduate program in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or

as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.
- ~~Submission of Graduate Record Examination (GRE) scores taken within five years.~~

Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology with the teacher certification option, students must complete the graduate curriculum in speech-language pathology consisting of 66 credits with a minimum GPA of 3.0 and an additional 12 credits of education courses. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 400 hours, 150 hours must be with children ages 0 to 21, and 75 must be within a school setting.

Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Curriculum in Speech-Language Pathology (66 credits)**Coursework:**

SPE 530	Organization of the Speech and Hearing Program in Elementary and Secondary Schools	3
SPE 700	Introduction to Research Methods	3
SPE 701	Professional and Ethical Issues in Speech-Language Pathology	1
SPE 705	Speech Science	2
SPE 717	Neuroanatomy and Physiology for Communication Disorders	3
SPE 718	Phonology and Articulation	3
SPE 719	Audiology and Aural Rehabilitation for the Speech-Language Pathologist	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 723	The Nature, Diagnosis, and Treatment of Fluency Disorders	3
SPE 725	Diagnostic and Clinical Methods in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 727	Voice Disorders	3
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3
SPE 730	Externship Practicum	3
SPE 734	Diagnostic Practicum	3
SPE 736	Motor Speech Disorders	3

SPE 739	Dysphagia	3
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SPE 729: 2 semesters, 3 credits each.

SPE 730: 2 semesters, 3 credits each.

SPE 734: 2 semesters, 3 credits each.

Six credits of elective courses:

SPE 703	Theory and Application of Bilingualism to Speech Language Pathology	3
SPE 709	Speech-Language Pathology in Educational Settings	1.5
SPE 711	Counseling in Speech-Language Pathology	1.5
SPE 714	Topics in Speech-Language Pathology	1.5
SPE 735	Seminar in Speech-Language Pathology	3
SPE 748	Augmentative and Alternative Communication (AAC)	1.5
SPE 754	Medical Speech Language Pathology	3
SPE 755	Autism Spectrum Disorders and Related Disorders	1.5
SPE 756	Advanced Clinical Methods and Writing	1.5
SPE 757	Topics in Early Intervention	3
SPE 758	Global Initiatives in Speech-Language Pathology	3
SPE 796	Independent Study	1-3
SPE 799	Thesis Seminar	1-3

**SPE 714 and SPE 735 may be taken up to three times covering different topics*

Education Courses: (12 credits)

ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
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ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3
ECE 311	The Teaching Profession – Birth to Grade 6	3
ECE 434	Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings	3

Department Grade Requirements/Progression Criteria

To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practica Prerequisites, Sequence, and Continuation Criteria

- There are four prerequisite courses (SPE 718, SPE 721, SPE 722, and SPE 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in SPE 729. Upon completion of 12 credits (SPE 718, SPE 721, SPE 722, and SPE 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729.
- Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA - certified speech-language pathologist. Students must complete all four courses (SPE 718, SPE 721, SPE 725, and SPE 722) prior to initial enrollment in SPE 729.
- Students enrolling in their first SPE 729 clinical practicum must attend scheduled one-hour clinic orientation seminars in speech-language pathology (0 credits) in the semester prior to their first clinical practicum rotation.
- Students enrolled in SPE 729, SPE 730, or SPE 734 must submit documentation of current liability insurance prior to the beginning of the semester.
- Students must complete SPE 726 prior to enrollment in the adult clinic.
- PREREQS for SPE 730: successful completion of two semesters of SPE 729 and one semester of SPE 734; and completion of coursework: SPE 718, SPE 721, SPE 722, SPE 723, SPE 725, SPE 726.

Clinical Training Sequence:**1st Semester Clinical Practicum:**

		Credits
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3 (May be repeated for up to 9 credits.)

PREREQ:

		Credits
SPE 718	Phonology and Articulation	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 725	Diagnostic and Clinical Methods in Speech-Language Pathology	3

Plus PREREQ/COREQ:

		Credits
SPE 726	Aphasia and Related Disorders	3
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

2nd Semester Clinical Practicum:

SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3 (May be repeated for up to 9 credits.)
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PREREQ:

		Credits
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SPE 718	Phonology and Articulation	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 725	Diagnostic and Clinical Methods in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

And successful completion with a grade of B or better in first semester SPE 729 practicum

3rd Semester Clinical Practicum:

		Credits
SPE 730	Externship Practicum	3 (May be repeated for up to 9 credits)
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum:

		Credits
SPE 730	Externship Practicum	3 (May be repeated for up to 9 credits)
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

3. To:

Master of Arts in Speech-Language Pathology

Speech-Language Pathology (teacher certification option)

The M.A. Program in Speech-Language Pathology with TSSLD (Teacher of Students with Speech-Language Disabilities) prepares students for professional careers as speech-language pathologists and includes teacher preparation for certification to work in schools in New York State. Graduates of this M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for teacher certification and state licensure in Speech-Language Pathology. The graduate program in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or

as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

Degree Requirements

To fulfill the requirements for the M.A. degree in Speech-Language Pathology with the teacher certification option, students must complete the graduate curriculum in speech-language pathology consisting of 66 credits with a minimum GPA of 3.0 and an additional 12 credits of education courses. To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 400 hours, 150 hours must be with children ages 0 to 21, and 75 must be within a school setting.

Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Curriculum in Speech-Language Pathology (66 credits)

Coursework:

SPE 530	Organization of the Speech and Hearing Program in Elementary and Secondary Schools	3
SPE 700	Introduction to Research Methods	3
SPE 701	Professional and Ethical Issues in Speech-Language Pathology	1
SPE 705	Speech Science	2
SPE 717	Neuroanatomy and Physiology for Communication Disorders	3
SPE 718	Phonology and Articulation	3
SPE 719	Audiology and Aural Rehabilitation for the Speech-Language Pathologist	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 723	The Nature, Diagnosis, and Treatment of Fluency Disorders	3
SPE 725	Diagnostic and Clinical Methods in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 727	Voice Disorders	3
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3
SPE 730	Externship Practicum	3
SPE 734	Diagnostic Practicum	3
SPE 736	Motor Speech Disorders	3
SPE 739	Dysphagia	3

SPE 729: 2 semesters, 3 credits each.

SPE 730: 2 semesters, 3 credits each.

SPE 734: 2 semesters, 3 credits each.

Six credits of elective courses:

SPE 703	Theory and Application of Bilingualism to Speech Language Pathology	3
SPE 709	Speech-Language Pathology in Educational Settings	1.5
SPE 711	Counseling in Speech-Language Pathology	1.5
SPE 714	Topics in Speech-Language Pathology	1.5
SPE 735	Seminar in Speech-Language Pathology	3
SPE 748	Augmentative and Alternative Communication (AAC)	1.5
SPE 754	Medical Speech Language Pathology	3
SPE 755	Autism Spectrum Disorders and Related Disorders	1.5
SPE 756	Advanced Clinical Methods and Writing	1.5
SPE 757	Topics in Early Intervention	3
SPE 758	Global Initiatives in Speech-Language Pathology	3
SPE 796	Independent Study	1-3
SPE 799	Thesis Seminar	1-3

**SPE 714 and SPE 735 may be taken up to three times covering different topics*

Education Courses: (12 credits)

ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3

ECE 311	The Teaching Profession – Birth to Grade 6	3
ECE 434	Policies and Practices for Learners with Disabilities in Early Childhood and Childhood Settings	3

Completion of 12 credits in education courses or departmental permission by the School of Education

Department Grade Requirements/Progression Criteria

To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practica Prerequisites, Sequence, and Continuation Criteria

- There are four prerequisite courses (SPE 718, SPE 721, SPE 722, and SPE 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in SPE 729. Upon completion of 12 credits (SPE 718, SPE 721, SPE 722, and SPE 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729.
- Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA - certified speech-language pathologist. Students must complete all four courses (SPE 718, SPE 721, SPE 725, and SPE 722) prior to initial enrollment in SPE 729.
- Students enrolling in their first SPE 729 clinical practicum must attend scheduled one-hour clinic orientation seminars in speech-language pathology (0 credits) in the semester prior to their first clinical practicum rotation.
- Students enrolled in SPE 729, SPE 730, or SPE 734 must submit documentation of current liability insurance prior to the beginning of the semester.
- Students must complete SPE 726 prior to enrollment in the adult clinic.
- PREREQS for SPE 730: successful completion of two semesters of SPE 729 and one semester of SPE 734; and completion of coursework: SPE 718, SPE 721, SPE 722, SPE 723, SPE 725, SPE 726.

Clinical Training Sequence:**1st Semester Clinical Practicum:**

		Credits
SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3 (May be repeated for up to 9 credits.)

PREREQ:

		Credits
SPE 718	Phonology and Articulation	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 725	Diagnostic and Clinical Methods in Speech-Language Pathology	3

Plus PREREQ/COREQ:

		Credits
SPE 726	Aphasia and Related Disorders	3
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

2nd Semester Clinical Practicum:

SPE 729	Clinical Practicum and Seminar in Speech-Language Pathology	3 (May be repeated for up to 9 credits.)
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PREREQ:

		Credits
SPE 718	Phonology and Articulation	3
SPE 721	Early Childhood Language and Communication Disorders	3
SPE 722	Language Disorders in School-Age Children and Adolescents	3
SPE 725	Diagnostic and Clinical Methods in Speech-Language Pathology	3
SPE 726	Aphasia and Related Disorders	3
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

And successful completion with a grade of B or better in first semester SPE 729 practicum

3rd Semester Clinical Practicum:

		Credits
SPE 730	Externship Practicum	3 (May be repeated for up to 9 credits)
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum:

		Credits
SPE 730	Externship Practicum	3 (May be repeated for up to 9 credits)
SPE 734	Diagnostic Practicum	3

SPE 734: OPTIONAL.

PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Practica Grading

No student will advance to a second clinical practicum (SPE 729), to a diagnostic practicum (SPE 734), or to a clinical and classroom externship (SPE 730) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. To continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE 729 or SPE 730.

4. Rationale:

The Master of Arts in Speech-Language Pathology, with the teacher certification option, requires completion of undergraduate education courses or their equivalency. Some content of these courses is currently embedded in the graduate coursework and students can be exempted from taking these courses. The addition of a statement for course substitutions or permission of the School of Education is required to remain in compliance with NYSED certification standards and should be indicated in the graduate bulletin.

On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for graduate-level teacher and educational leader programs. This bill removes the requirement that a GRE or similar exam score be submitted as part of admission requirements for graduate-level teacher and educational leader programs. The Department of Speech Language Hearing Sciences (SLHS) no longer will require applicants to submit GRE scores; however, the SLHS is reviewing other fair and equitable assessment options as a possible admissions requirement.

5. Date of departmental approval: December 10, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Language Pathology with Bilingual Extension, M.A.

Hegis Number: 1220.00

Program Code: 25816

Effective Term: Fall 2022

1. **Type of Change**: Change in admission requirements

2. **From**:

Master of Arts in Speech-Language Pathology with Bilingual Extension

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that

students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

- ~~Submission of Graduate Record Examination (GRE) scores taken within five years.~~
- ~~Passing score on the Bilingual Education Assessment in a language of proficiency other than English.~~

3. To:

Master of Arts in Speech-Language Pathology with Bilingual Extension

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Personal statement that includes a description of the study of a language other than English
- Participate in an interview, which requires a self-assessment and verification of language proficiency in their preferred language.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

4. **Rationale:**

The coursework of this certificate program prepares students in the foundations of bilingual education, a component of the Bilingual Education Assessment (BEA), and we will, therefore, not require it as part of our admission requirement.

We have included two other criteria for admission to assess readiness for the proficiency component of the BEA.

On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for graduate-level teacher and educational leader programs. This bill removes the requirement that a GRE or similar exam score be submitted as part of admission requirements for graduate-level teacher and educational leader programs.

5. Date of departmental approval: December 10, 2021



GOVERNANCE COMMITTEE Senate Report March 2, 2022

1. Student Member Vacancies
 - a. A Number of Student Vacancies
 - b. See Attached Listing; Highlighted Names are Nominees for Vacancies
 - c. Any Additional Nominations?
 - d. If Not, Move To A Vote

2. Standing Committee Faculty Nominations
 - a. Roughly Half of Faculty Member Terms on Standing Committees Expire in June
 - b. Governance Committee Oversees the Election Process for Replacements
 - c. See Attached Diagram with Dates
 - d. See Attached Nomination Solicitation

3. New Senate Time (3:45-5:15), Fall 2022
 - a. Students Concerned with University Hours
 - b. Committee To Study Bell Schedule & Make Recommendations
 - c. New, More Efficient Bell Schedule Starting Fall 2022

4. Next Governance Committee Meeting: March 16th, 10am (Zoom)

Senate Committee Student List

New Nominations Highlighted

Governance Committee –

1. Blessing Babalola--- Victoria.babalola@lc.cuny.edu
2. Nehiesha Nevers---- Nehiesha.nevers@lc.cuny.edu
3. Aryeh Kalb----- Aryeh.kalb@lc.cuny.edu

Admissions, Evaluation and Academic Standards Committee

1. Taslima Khatun
2. Shirley Vitiello----- Shirley.vitiello@lc.cuny.edu
3. Saaimah Kolya

Campus Life and Facilities Committee

1. Esther Saforo
2. Caleb Kim----- Caleb.kim@lc.cuny.edu
3. Andre Thompson

Library, Technology, and Telecommunications Committee (Last Wednesday of the month)

1. Giselle Barroso----- Giselle.barroso@lc.cuny.edu
2. Oluwatimilehin Ibidapo----- Oluwatimilehin.akinkuolieibidapo@lc.cuny.edu
3. Jamie Price ----- Jamie.price@lehman.cuny.edu

Undergraduate Curriculum Committee (First Wednesday of the Month)

1. Julietta Moin
2. Tiffany Echevarria
3. Breanna Stewart

Academic Freedom -TBD

1. Analia Firpo -----Analia.firpo@lc.cuny.edu
2. Isabel Neira
3. Teresa Rivas

Graduate Studies Committee- 1st Weds (11am)

1. Elder Madrid
2. John Soto----- John.soto1@lc.cuny.edu
3. Tameka Ridley

Budget and Long Range Planning Committee --Wednesdays

1. Beatrice Donkor----- Beatrice.donkor@lc.cuny.edu
2. John Soto----- John.soto1@lc.cuny.edu
3. Olivia Opoku----- olivia.opoku1@lc.cuny.edu

The Lehman College Senate Standing Committee Faculty Member Election Process 2022

Step 1: Nomination Solicitation

All Faculty and Staff are asked to contribute nominations to fill Senate Committee faculty member seats that will be vacant as of June 2022.

March 1st – March 15th by Email



Step 2: Slate Prepared

The Senate Governance Committee prepares a slate of candidates to fill committee vacancies using the collected solicitations. The Governance Committee attempts to prepare a slate that balances school representation; it also verifies that those nominated are willing to serve.

March/April Governance Meeting

Step 3: The Senate Votes

The Governance Committee brings the prepared slate of candidates to the Senate floor. Additional nominations are called for and then the Senate votes.

April or May Senate Meeting

SHARED
Governance

LEHMAN COLLEGE SENATE GOVERNANCE COMMITTEE

March 1st, 2022

To Members of the Lehman College Faculty and Staff:

The Lehman College Senate Governance Committee solicits nominations for the standing committees of the Senate for the years 2022-2024. The term of service is two years, and service on Senate standing committees does not require membership in the Senate. Descriptions of the function of each committee are available online at: <http://www.lehman.edu/college-senate/documents/senate-bylaws-2017.pdf>.

The nominations received will be used by the Governance Committee to create a slate of faculty for each committee. Elections are expected to take place at the May 4th Senate meeting, at which time the floor will be open for additional nominations.

Attached is a list of the current members of each committee. The first column lists those members whose terms continue until June 2023. The second column lists those members whose terms expire this June.

The attachment also includes a ballot which shows continuing members of the committee in the left-hand column and blanks for nominations in the right-hand column. You may nominate up to three candidates for each committee. You can nominate yourself, and current committee members may be renominated. The ballot is a Word document on which you can type in your nominees. **Please nominate only individuals who have agreed to serve if nominated and elected.**

We are also seeking nominees for faculty representatives to the Lehman College Auxiliary Enterprise Corporation and for a faculty member to serve as the Senate Ombudsperson. For each position, the Senate nominates two faculty from which the President chooses one.

Please return the ballot form with your nominations by **Wednesday, March 15th** to:

joseph.fera@lehman.cuny.edu.

Your cooperation is most appreciated; thank you.

Sincerely,
Joseph Fera
Chair, Governance Committee

Current Faculty Members of the Standing Committees of the Senate

Faculty Serving to June 2023

Academic Freedom

Diane Auslander, HIS
Duran A. Fiack, POL
Kevin Johnson (MAT)

Admissions, Evaluations, Academic Standards

Sheila Blachman, CLLSE
Andrei Jitianu, CHE
Abigail Mellen, HIS

Budget and Long Range Planning

Rick DesRochers, MMTD
Theresa Lundy, NUR
Ruth Wangerin, ANT

Library, Technology and Telecommunications

Sherry Deckman, MHSE
Donna McGregor, CHE
Joseph J. Mohorcich, POL

Campus Life and Facilities

Carole Baraldi, NUR
Christine Neumayer, SLHS
John Ongley, PHI

Undergraduate Curriculum

Yuri Gorokhovich, EEGS
Julie Maybee, PHI
Lynn Rosenberg, SLHS

Graduate Studies

Janet DeSimone, CLLSE
Joseph McElligot, ENG
Liat Seiger, SLHS

Faculty Serving to June 2022

David Manier, PSY
Mohan Vinjamuri, SWK

Andrea Boyar, HEA SCI
Sandra Campeanu, PSY
Tanja Haxhoviq, MAT

Mia Budescu, PSY
Haiping Cheng, BIO
Alexander Nunez Torres, ECO

Stephen Castellano, IT
Jennifer McCabe, MMTD
Jennifer Van Allen, CLLSE

Kofi Benefo, SOC
Jennifer Collett, ECCE
Penny Prince, MUS

Andrea Honig, ECO
Vincent Prohaska, PSY
Daniel Stuckart, MHSE

Edward Kennely, BIO
Justine McGovern, SWK
Lalitha Samuel, HEA SCI

NOMINATION BALLOT

Faculty Serving to June 2023

Academic Freedom

Diane Auslander, HIS
Duran A. Fiack, POL
Kevin Johnson (MAT)

Academic Freedom

Admissions, Evaluations, Academic Standards

Sheila Blachman, CLLSE
Andrei Jitianu, CHE
Abigail Mellen, HIS

Admissions, Evaluations, Academic Standards

Budget and Long Range Planning

Rick DesRochers, MMTD
Theresa Lundy, NUR
Ruth Wangerin, ANT

Budget and Long Range Planning

Library, Technology and Telecommunications

Sherry Deckman, MHSE
Donna McGregor, CHE
Joseph J. Mohorcich, POL

Library, Technology and Telecommunications

Campus Life and Facilities

Carole Baraldi, NUR
Christine Neumayer, SLHS
John Ongley, PHI

Campus Life and Facilities

Undergraduate Curriculum

Yuri Gorokhovich, EEGS
Julie Maybee, PHI
Lynn Rosenberg, SLHS

Undergraduate Curriculum

Graduate Studies

Janet DeSimone, CLLSE
Joseph McElligot, ENG
Liat Seiger, SLHS

Graduate Studies

Auxiliary Enterprise Corporation

(Term Expires 6/2022)

(2 nominees needed)

Katherine Burt, HEA SCI

Note: Lehman College Association faculty terms end 6/2023.

Ombudsperson's term ends 6/2023.

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: March 2, 2022

The CAEAS committee met on February 16, 2022 at 3:30pm-4:30pm. A quorum was present.

The committee reports that the grading policy concerns presented at our last Senate meeting have been sent to colleagues at Hunter College. A letter has been sent to CUNY Central about the 2021 memo that outlined those new grading policies. Receipt has been acknowledged, but we are waiting for a response.

The committee presents an informational item: the newest resolution adopted by the University, which posits that submission of standardized test scores (SAT/ACT scores) will be optional for Fall 2023, Spring 2024, Fall 2024 and Spring 2025 admission. Discussion of the implications of this policy for admissions is ongoing.

NO. 12. CITY UNIVERSITY OF NEW YORK - AMEND STANDARDIZED TESTING REQUIREMENTS FOR UNDERGRADUATE ADMISSION: Board Secretary Gayle M. Horwitz read the resolution for the record.

WHEREAS, On July 30, 2020, the Board of Trustees of the City University of New York (the “University”) approved the “Special COVID-19 Temporary Suspension of Standardized Testing Requirements for Undergraduate Admission,” which implemented a temporary suspension of standardized admissions testing requirements (e.g., SAT/ACT) for undergraduate admissions for the Spring 2021, Fall 2021, and Spring 2022 admission cycles; and on May 24, 2021 the Board of Trustees voted to extend that policy for the Fall 2022 and Spring 2023 admissions cycles; and

WHEREAS, These actions were intended to address the inability of many high school seniors to prepare for such admissions exams as a result of the disruptions caused by the COVID-19 public health emergency; and

WHEREAS, These actions were aligned with the policy decisions of the majority of universities and colleges across the country to temporarily change their standardized testing policies for admissions by making the standardized SAT and ACT admissions tests optional or suspending their use; and

WHEREAS, These actions were aligned with recommendations from the National Association for College Admission Counseling (“NACAC”), which urged institutions of higher education to reassess the use of the SAT and ACT admissions exams in light of the disruptive effects the COVID-19 public health emergency was having on graduating high school students and academic schedules; and

Cal. No

DISPOSITION

WHEREAS, In response to these actions and to maintain the University's admissions standards, the University's colleges developed and implemented enhanced admissions practices during the affected terms, including using more information from high school transcripts, with a focus on performance in key subjects and expanding the use of student essays and letters of recommendation at our most selective colleges; and these more comprehensive practices were aligned with a large number of strategically selective peers; and

WHEREAS, Nearly 80% of bachelor's degree-granting colleges do not require SAT scores for Fall 2022 admissions, and many are now extending that suspension for two or more years further; and

WHEREAS, The enhanced admissions process, put in place during the suspension of requiring SAT or ACT scores, has already shown promise as a better predictor of admitted student success without the use of those scores; and

WHEREAS, Broadening the factors used to determine admissions fitness allows our colleges to broaden access to a high-quality education of value without diminishing standards, learning or undergraduate outcomes, which amplifies our ability to serve our mission in sustainable ways; and

WHEREAS, The University needs additional time to gather data on the success of students admitted while admissions exams are not required, and a permanent admissions policy will be most effective if based on more complete data on student progress to degree; and

WHEREAS, Providing prospective students the option to submit or not submit SAT or ACT scores will likely encourage more of them to apply to the University; and

WHEREAS, The COVID-19 public health emergency continues and its resolution is highly unpredictable; now therefore be it

RESOLVED, That effective immediately, the University will make the submission of standardized test scores (e.g., SAT/ACT) optional for admission consideration for Fall 2023, Spring 2024, Fall 2024, and Spring 2025 and will communicate to prospective students that standardized admissions tests may be submitted as part of their applications, but that applicants will not be penalized for choosing not to submit standardized test scores; and be it further

RESOLVED, That the Chancellor shall take such actions as are reasonable and necessary to give effect to the foregoing while maintaining the University's commitment to inclusive excellence, high standards and organizational sustainability; and be it further

RESOLVED, That the University Office of Applied Research, Evaluation, and Data Analytics ("OAREDA") will continue to gather data on the progress of the cohorts of students admitted while the SAT and ACT are optional, and will report its findings annually to the Chancellor.

Cal. No

DISPOSITION

EXPLANATION: This provisional optional test submission policy will allow the University to gather a full set of data on the efficacy of its enhanced admissions criteria in order to confirm their reliability in predicting student progress. Implementing a test-optional admissions policy for an additional two years will allow the University to build on the advances our colleges have made in admissions practices since Spring 2020, collect more data, and study the role of standardized tests in University admissions to inform future Board policies on undergraduate admissions.

Moved by Chairperson Thompson, Jr. and seconded by Trustee Ferrer. The resolution was unanimously approved.

Moved by Chairperson Thompson, Jr. and seconded by Trustee Cortés-Vázquez, the meeting was adjourned at 7:12 p.m.

Senate Meeting - 3/02/22

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (6/6 members in attendance):

1. Economics and Business
 - Accounting-BS Add distance format
 - Accounting-BA Add distance format
 - Business Administration-BBA Add distance format
2. Latin American and Latino Studies
 - Latin American and Caribbean Studies-BA Add distance format
 - Latino Studies-BA Add distance format
3. Health Sciences
 - Exercise Science-BS Change in degree requirements
 - Developmental Disabilities-Minor Change in degree requirements
4. Mathematics
 - New Statistics-Minor
 - MAT 124-New course
 - MAT 125-New course
 - MAT 452-New course
 - MAT 123-Title, description, hours, credits
 - MAT 227-Description
 - Next meeting 4/13/22 via zoom

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Accounting, B.S.

Hegis Number: 0502

Program Code: 02567

Effective Term: Spring 2023

1. **Type of Change:** Add Distance Format

2. **From:**

Accounting, B.S. (63 Credit Major)

To earn the B.S. in Accounting, a student must complete a total of 120 credits, 60 of which must be in liberal arts.

Effective Fall 2009, college CPA programs registered with the New York State Education Department must offer a curriculum consisting of a minimum of 150 credit hours. In line with this change, as of Fall 2009, the Department of Economics and Business offers, in addition to the B.S. in Accounting, an M.S. in Accounting program for those students who choose to take the additional 30 credits toward this graduate degree. However, specific admission requirements are in place to gain admittance to the M.S. in Accounting program. Contact the Department for details.

Professional Credits (60)

6 in economics:

Credits

ECO 166 Introduction to Macroeconomics 3

ECO 167 Introduction to Microeconomics 3

33 in accounting:

Credits

ACC 171 Principles of Accounting I 3

ACC 272 Principles of Accounting II 3

ACC 334 Intermediate Accounting I 3

ACC 335 Intermediate Accounting II 3

ACC 342 Advanced Accounting 3

ACC 348 Computer-Based Accounting	3
ACC 439 Cost Accounting I	3
ACC 440 Cost Accounting II	2
ACC 441 Auditing	4
ACC 442 Introduction to Federal Taxation	3
ACC 444 Advanced Accounting Problems	3

3 in one ACC elective to be chosen from:

	Credits
ACC 445 Forensic Accounting	3
ACC 446 Nonprofit and International Accounting	3
ACC 449 Taxation of Business Entities	3

6 in law:

	Credits
BBA 336 Business Law I	3
BBA 337 Business Law II	3

6 in finance:

	Credits
BBA 207 Principles of Finance	3
BBA 308 Corporation Finance	3
Or	
BBA 310 Security and Investment Analysis	3

6 in quantitative methods for business:

	Credits
BBA 303 Business Statistics I	3
BBA 403 Intermediate Business Statistics II	3

Credits in Other Departments (3)**3 in business writing:**

	Credits
ENW 300 Business Writing	3

NOTE: All students are admitted to this major on a provisional basis. The B.S. in Accounting major is designed to help students prepare for professional certification in Accounting. To enroll and/or maintain matriculation in the B.S. in Accounting major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.S. in Accounting major but can enroll in, or change to, the B.A. in Accounting major or a minor in Accounting.

3. To: Accounting, B.S. (63 Credit Major)

To earn the B.S. in Accounting, a student must complete a total of 120 credits, 60 of which must be in liberal arts.

Effective Fall 2009, college CPA programs registered with the New York State Education Department must offer a curriculum consisting of a minimum of 150 credit hours. In line with this change, as of Fall 2009, the Department of Economics and Business offers, in addition to the B.S. in Accounting, an M.S. in Accounting program for those students who choose to take the additional 30 credits toward this graduate degree. However, specific admission requirements are in place to gain admittance to the M.S. in Accounting program. Contact the Department for details.

Professional Credits (60)

6 in economics:

	Credits
ECO 166 Introduction to Macroeconomics	3
ECO 167 Introduction to Microeconomics	3

33 in accounting:

	Credits
ACC 171 Principles of Accounting I	3
ACC 272 Principles of Accounting II	3
ACC 334 Intermediate Accounting I	3
ACC 335 Intermediate Accounting II	3
ACC 342 Advanced Accounting	3
ACC 348 Computer-Based Accounting	3
ACC 439 Cost Accounting I	3
ACC 440 Cost Accounting II	2
ACC 441 Auditing	4

ACC 442 Introduction to Federal Taxation 3
 ACC 444 Advanced Accounting Problems 3

3 in one ACC elective to be chosen from:

	Credits
ACC 445 Forensic Accounting	3
ACC 446 Nonprofit and International Accounting	3
ACC 449 Taxation of Business Entities	3

6 in law:

	Credits
BBA 336 Business Law I	3
BBA 337 Business Law II	3

6 in finance:

	Credits
BBA 207 Principles of Finance	3
BBA 308 Corporation Finance	3
Or	
BBA 310 Security and Investment Analysis	3

6 in quantitative methods for business:

	Credits
BBA 303 Business Statistics I	3
BBA 403 Intermediate Business Statistics II	3

Credits in Other Departments (3)

3 in business writing:

	Credits
ENW 300 Business Writing	3

NOTE: All students are admitted to this major on a provisional basis. The B.S. in Accounting major is designed to help students prepare for professional certification in Accounting. To enroll and/or maintain matriculation in the B.S. in Accounting major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required

Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.S. in Accounting major but can enroll in, or change to, the B.A. in Accounting major or a minor in Accounting.

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

Formally adding distance format.

5. **Date of departmental approval:** 12/20/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Accounting, B.A.

Hegis Number: 0502.00

Program Code: 02568

Effective Term: Spring 2023

1. **Type of Change**: Add Distance Format

2. **From**:
Accounting, B.A. (42 Credit Major)

Completion of this major qualifies students for positions in private and public accounting. Students enrolled in this major must complete the following credit requirements:

Credits (42)

6 credits in business economics:

	Credits
ECO 166 Introduction to Macroeconomics	3
ECO 167 Introduction to Microeconomics	3

30 credits in accounting:

	Credits
ACC 171 Principles of Accounting I	3
ACC 272 Principles of Accounting II	3
ACC 334 Intermediate Accounting I	3
ACC 335 Intermediate Accounting II	3
ACC 342 Advanced Accounting	3
ACC 348 Computer-Based Accounting	3
ACC 439 Cost Accounting I	3
ACC 440 Cost Accounting II	2
ACC 441 Auditing	4
ACC 442 Introduction to Federal Taxation	3

6 credits in law:

	Credits
BBA 336 Business Law I	3
And	
BBA 337 Business Law II	3
Or	
BBA 339 Commercial Transactions	3
And	
BBA 340 Internet Law	3

3. To:**Accounting, B.A. (42 Credit Major)**

Completion of this major qualifies students for positions in private and public accounting. Students enrolled in this major must complete the following credit requirements:

Credits (42)**6 credits in business economics:**

	Credits
ECO 166 Introduction to Macroeconomics	3
ECO 167 Introduction to Microeconomics	3

30 credits in accounting:

	Credits
ACC 171 Principles of Accounting I	3
ACC 272 Principles of Accounting II	3
ACC 334 Intermediate Accounting I	3
ACC 335 Intermediate Accounting II	3
ACC 342 Advanced Accounting	3
ACC 348 Computer-Based Accounting	3
ACC 439 Cost Accounting I	3
ACC 440 Cost Accounting II	2
ACC 441 Auditing	4
ACC 442 Introduction to Federal Taxation	3

6 credits in law:

	Credits
BBA 336 Business Law I	3
And	
BBA 337 Business Law II	3
Or	
BBA 339 Commercial Transactions	3
And	
BBA 340 Internet Law	3

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

Formally adding distance format.

5. Date of departmental approval: 12/20/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Business Administration, B.B.A.

Hegis Number: 0506

Program Code: 27660

Effective Term: Spring 2023

1. **Type of Change:** Add Distance Format

2. **From:**

Business Administration B.B.A. (46-47 Credits)

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Departmental Credits (36 credits):

6 credits in economics:

Credits

ECO 166 Introduction to Macroeconomics 3

ECO 167 Introduction to Microeconomics 3

6 credits in accounting:

Credits

ACC 171 Principles of Accounting I 3

ACC 272 Principles of Accounting II 3

6 credits in quantitative methods for business:

Credits

BBA 303 Business Statistics I 3
 BBA 403 Intermediate Business Statistics II 3

9 credits in management:

	Credits
BBA 204 Principles of Management	3
BBA 405 Management Decision Making	3
BBA 407 Strategic Management	3

9 credits in one area of concentration:**Finance:**

	Credits
BBA 207 Principles of Finance	3
BBA 308 Corporation Finance	3
BBA 310 Security and Investment Analysis	3

Marketing:

	Credits
BBA 332 Marketing Management	3
BBA 367 Consumer Behavior	3
BBA 467 Marketing Research	3

Accounting:

	Credits
ACC 334 Intermediate Accounting I	3
ACC 335 Intermediate Accounting II	3
ACC 348 Computer-Based Accounting	3

Human Resource Management:

	Credits
BBA 327 Organizational Behavior and Development	3
BBA 328 Human Resource Management	3
BBA 329 Labor Relations	3

Business Law:

	Credits
BBA 336 Business Law I	3
BBA 337 Business Law II	3
BBA 339 Commercial Transactions	3

International Business:

	Credits
ECO 324 International Economics	3
BBA 432 International Business Management	3
BBA 433 Global Marketing	3

Business Economics:

	Credits
ECO 305 Consumer Economics	3
ECO 326 Labor Economics	3
ECO 431 Managerial Economics	3

E-Business:

	Credits
BBA 333 E-Business	3
BBA 340 Internet Law	3
BBA 433 Global Marketing	3

Hospitality Management:

	Credits
BBA 345 Introduction to Hospitality Management	3
BBA 346 Strategic Hospitality Management	3
BBA 347 Hospitality Management Fieldwork	3

Students who wish to elect a second concentration should consult with a Departmental advisor.

Credits in Other Departments (10-11 credits):**3 credits in ethical and legal responsibilities:**

	Credits
PHI 330 Business Ethics	3

3 credits in business writing:

	Credits
ENW 300 Business Writing	3

4-5 credits in mathematics:

	Credits
MAT 132 Introduction to Statistics	4
Or	
MAT 171 Elements of Precalculus	4
Or	
MAT 172 Precalculus	4
Or	
MAT 174 Elements of Calculus	4
Or	
MAT 175 Calculus I	4

NOTE: All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major, but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

3. To:
Business Administration B.B.A. (46-47 Credits)

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Departmental Credits (36 credits):

6 credits in economics:

	Credits
ECO 166 Introduction to Macroeconomics	3
ECO 167 Introduction to Microeconomics	3

6 credits in accounting:

	Credits
ACC 171 Principles of Accounting I	3
ACC 272 Principles of Accounting II	3

6 credits in quantitative methods for business:

	Credits
BBA 303 Business Statistics I	3
BBA 403 Intermediate Business Statistics II	3

9 credits in management:

	Credits
BBA 204 Principles of Management	3
BBA 405 Management Decision Making	3
BBA 407 Strategic Management	3

9 credits in one area of concentration:**Finance:**

	Credits
BBA 207 Principles of Finance	3
BBA 308 Corporation Finance	3
BBA 310 Security and Investment Analysis	3

Marketing:

	Credits
BBA 332 Marketing Management	3
BBA 367 Consumer Behavior	3
BBA 467 Marketing Research	3

Accounting:

	Credits
ACC 334 Intermediate Accounting I	3
ACC 335 Intermediate Accounting II	3
ACC 348 Computer-Based Accounting	3

Human Resource Management:

	Credits
BBA 327 Organizational Behavior and Development	3
BBA 328 Human Resource Management	3
BBA 329 Labor Relations	3

Business Law:

	Credits
BBA 336 Business Law I	3
BBA 337 Business Law II	3
BBA 339 Commercial Transactions	3

International Business:

	Credits
ECO 324 International Economics	3
BBA 432 International Business Management	3
BBA 433 Global Marketing	3

Business Economics:

	Credits
ECO 305 Consumer Economics	3
ECO 326 Labor Economics	3
ECO 431 Managerial Economics	3

E-Business:

	Credits
BBA 333 E-Business	3
BBA 340 Internet Law	3
BBA 433 Global Marketing	3

Hospitality Management:

	Credits
BBA 345 Introduction to Hospitality Management	3
BBA 346 Strategic Hospitality Management	3
BBA 347 Hospitality Management Fieldwork	3

Students who wish to elect a second concentration should consult with a Departmental advisor.

Credits in Other Departments (10-11 credits):**3 credits in ethical and legal responsibilities:**

	Credits
PHI 330 Business Ethics	3

3 credits in business writing:

	Credits
ENW 300 Business Writing	3

4-5 credits in mathematics:

	Credits
MAT 132 Introduction to Statistics	4
Or	
MAT 171 Elements of Precalculus	4
Or	
MAT 172 Precalculus	4
Or	
MAT 174 Elements of Calculus	4
Or	
MAT 175 Calculus I	4

NOTE: All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major,

but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

Formally adding distance format.

5. **Date of departmental approval:** 12/20/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Exercise Science BS

Hegis Number: 1299.30

Program Code: 32639

Effective Term: Fall 2022

1. **Type of Change:** Change in degree requirements

2. **From:**
Exercise Science B.S. (60.5-68 Credit Major)

Lehman College BS in Exercise Science program offers two tracks: Pre-physical Therapy, and Exercise and Movement Science. The program utilizes the Human Performance Laboratory with its state-of-the-art equipment and the additional resources of the APEX facility, including the fitness and weight training centers.

Exercise science, the study of physiological and functional adaptations to movement, encompasses a wide variety of disciplines including, but not limited to: Exercise Physiology, Sports Nutrition, Sport Psychology, Motor Control/Development, and Biomechanics. The study of these disciplines is integrated into the academic preparation of exercise science professionals. Exercise science professionals work in health services and the fitness industry, and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. They conduct these activities in health care, university, corporate, commercial and community settings where their clients participate in health promotion and fitness-related activities.

Career opportunities for individuals graduating with an undergraduate degree in exercise science are numerous. Common career tracks range from the exercise practitioner in fitness and/or clinical settings to that of a test technologist in a clinical setting. Additionally, career opportunities in residential spas (defined as facilities that include a fitness and nutrition component) include fitness director, health and fitness instructors, and personal trainers.

Also, students often pursue graduate degrees in exercise science, leading to management level positions in fitness or wellness settings or as research assistants. In addition, other disciplines find it helpful to include coursework in the exercise sciences. A degree in exercise science is also a very appropriate background for those going into fields such as medicine, sports medicine, physical therapy, athletic training, occupational therapy or exercise physiology.

Aside from the workplace, the exercise science professional may seek employment opportunities in wellness settings including schools, medical sites, YMCAs, YWCAs, Boys and Girls Clubs, and community centers. Additional wellness opportunities can be found in nursing homes, recreation departments, aquatic centers, health management systems, and lifestyle management organizations.

Alternative wellness careers include massage therapy, aromatherapy, reflexology, herbology, osteopathy, and yoga, to name a few.

Honors in Exercise Science

Departmental honors in Exercise Science may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

Option 1: Exercise and Movement Science

Major Requirements (60.5 credits). The major field requirements include the completion of 42 credits in Exercise Science core courses; 12.5 credits in science courses; 3 credits in Health Sciences; and 3 credits in a Major Elective course

a. Exercise Science Courses (42 credits):

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3
EXS 315 Kinesiology and Biomechanics	3
EXS 316 Motor Learning	3
EXS 323 Exercise Physiology	3

EXS 326	Exercise Testing and Prescription	3
EXS 342	Sports Nutrition	3
EXS 423	Exercise Physiology II	3
EXS 424	Principles and Practices of Fitness and Wellness Programming	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 427	Application of Training Principles	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Internship in Exercise Science I	3
EXS 471	Internship in Exercise Science II	3

b. Science Courses (12.5 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5

c. Health Sciences Courses (3 credits)

		Credits
HSD 240	Nutrition and Health	3

d. Major Electives (3 credits)

Select from EXS, REC, REH, DFN, HEA, HSA and/or HSD courses with approval of the adviser.

BS to MS Dual Credit Opportunity.

~~Undergraduate students majoring in Exercise Science with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of these undergraduate courses: EXS 504, 505, 615, 616. The student must receive permission and recommendation prior to registration.~~

Option 2: Pre-Physical Therapy

Major Requirements (62-68 credits). The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses.

Pre-requisites (4-6 credits):

MAT 172; or **MAT 171** and **MAT 108**; or placement into calculus (**MAT 175**) is required in order to enroll in several courses required for the major. **MAT 171** or **MAT 172** can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

a. Exercise Science Courses (33 credits):

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology	3
EXS 326	Exercise Testing and Prescription	3
EXS 423	Exercise Physiology II	3
EXS 425	Theory and Methods of Strength and Conditioning	3

EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Internship in Exercise Science I	3
EXS 471	Internship in Exercise Science II	3

b. Science Courses (29 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

BIO 166 and BIO 167, MAT 172, PSY 166 and PSY 217 are recommended electives.

Exercise Science BS Prior to Fall 2019

BS to MS Dual Credit Opportunity.

~~Undergraduate students majoring in Exercise Science with 90 or more credits and a minimum of a (3.0) cumulative index and (3.0) index in the major may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of these undergraduate courses: EXS 504, 505, 615, 616. The student must receive permission and recommendation prior to registration.~~

3: To:

Exercise Science B.S. (60.5-68 Credit Major)

Lehman College BS in Exercise Science program offers two tracks: Pre-physical Therapy, and Exercise and Movement Science. The program utilizes the Human Performance Laboratory with its state-of-the-art equipment and the additional resources of the APEX facility, including the fitness and weight training centers.

Exercise science, the study of physiological and functional adaptations to movement, encompasses a wide variety of disciplines including, but not limited to: Exercise Physiology, Sports Nutrition, Sport Psychology, Motor Control/Development, and Biomechanics. The study of these disciplines is integrated into the academic preparation of exercise science professionals. Exercise science professionals work in health services and the fitness industry, and are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion. They conduct these activities in health care, university, corporate, commercial and community settings where their clients participate in health promotion and fitness-related activities.

Career opportunities for individuals graduating with an undergraduate degree in exercise science are numerous. Common career tracks range from the exercise practitioner in fitness and/or clinical settings to that of a test technologist in a clinical setting. Additionally, career opportunities in residential spas (defined as facilities that include a fitness and nutrition component) include fitness director, health and fitness instructors, and personal trainers.

Also, students often pursue graduate degrees in exercise science, leading to management level positions in fitness or wellness settings or as research assistants. In addition, other disciplines find it helpful to include coursework in the exercise sciences. A degree in exercise science is also a very appropriate background for those going into fields such as medicine, sports medicine, physical therapy, athletic training, occupational therapy or exercise physiology.

Aside from the workplace, the exercise science professional may seek employment opportunities in wellness settings including schools, medical sites, YMCAs, YWCAs, Boys and Girls Clubs, and community centers. Additional wellness opportunities can be found in nursing homes, recreation departments, aquatic centers, health management systems, and lifestyle management organizations.

Alternative wellness careers include massage therapy, aromatherapy, reflexology, herbology, osteopathy, and yoga, to name a few.

Honors in Exercise Science

Departmental honors in Exercise Science may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

Option 1: Exercise and Movement Science

Major Requirements (60.5 credits). The major field requirements include the completion of 42 credits in Exercise Science core courses; 12.5 credits in science courses; 3 credits in Health Sciences; and 3 credits in a Major Elective course.

a. Exercise Science Courses (42 credits):

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology	3
EXS 326	Exercise Testing and Prescription	3
EXS 342	Sports Nutrition	3
EXS 423	Exercise Physiology II	3
EXS 424	Principles and Practices of Fitness and Wellness Programming	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 427	Application of Training Principles	3
EXS 430	Research Methods and Statistics in Exercise Science	3

EXS 470	Internship in Exercise Science I	3
EXS 471	Internship in Exercise Science II	3

b. Science Courses (12.5 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5

c. Health Sciences Courses (3 credits)

		Credits
HSD 240	Nutrition and Health	3

d. Major Electives (3 credits)

Select from EXS, REC, REH, DFN, HEA, HSA and/or HSD courses with approval of the adviser.

BS to MS Dual Credit Opportunity.

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

Option 2: Pre-Physical Therapy

Major Requirements (62-68 credits). The major field requirements include the completion of 33 credits in Exercise Science core courses; 29 credits in science courses.

Pre-requisites (4-6 credits):

MAT 172; or **MAT 171** and **MAT 108**; or placement into calculus (**MAT 175**) is required in order to enroll in several courses required for the major. **MAT 171** or **MAT 172** can be used to fulfill the College Mathematical and Quantitative Reasoning Requirement.

a. Exercise Science Courses (33 credits):

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3
EXS 315	Kinesiology and Biomechanics	3
EXS 316	Motor Learning	3
EXS 323	Exercise Physiology	3
EXS 326	Exercise Testing and Prescription	3
EXS 423	Exercise Physiology II	3
EXS 425	Theory and Methods of Strength and Conditioning	3
EXS 430	Research Methods and Statistics in Exercise Science	3
EXS 470	Internship in Exercise Science I	3
EXS 471	Internship in Exercise Science II	3

b. Science Courses (29 credits)

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5

CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5

GENERAL ELECTIVES:

Sufficient credits to reach a total of 120 credits required for graduation.

BIO 166 and BIO 167, MAT 172, PSY 166 and PSY 217 are recommended electives.

Exercise Science BS Prior to Fall 2019

BS to MS Dual Credit Opportunity.

Undergraduate students majoring in Exercise Science with 60 or more credits and a minimum of a (3.0) cumulative index and (3.0) index may be permitted to enroll in up to 12 credits of graduate coursework for the College's M.S in Human Performance & Fitness. The following graduate courses may be taken in place of related undergraduate courses: EXS 504 for EXS 326; EXS 505 for EXS 342; EXS 615 for EXS 315; EXS 616 for EXS 316. The student must receive permission from the department prior to registration.

4. **Rationale:** Lowering the required credits from 90 to 60 credits will allow more students to take advantage of the dual credit opportunity. The courses that would be part of the dual credit opportunity would be taken early in the undergraduate student's education. By the time students have 90 credits, it is very likely they would have taken the dual credit courses. Consequently, many students would not be able to take advantage of the dual credit opportunity.

5. **Date of departmental approval:** 12/1/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Developmental Disabilities Minor

Hegis Number: 0835.00

Program Code: 02593.00

Effective Term: Fall 2022

1. **Type of Change:** Change in Degree requirements

2. **From:** ~~Strikethrough~~ the changes
Developmental Disabilities Minor (12 credits)

6 credits from:

REC 321 Introduction to Therapeutic Recreation Service 3

~~REH 330 Management of Youth Serving Organization 3~~

6 credits from:

PSY 232 Childhood Psychopathology 3

SPV 228 Introduction to Audiology 3

ECE 301 The Child in Context: Child Study and Development-Birth To Grade 6 3

ESC 301 Psychological Foundations of Middle and High School 3

ESC 463 Special Needs Education: The Identification Instruction & Assessment Special
Needs Population Middle & HS 3

*A 300-level DST course can be used to satisfy Developmental Disability Minor requirements, replacing PSY 232, SPV 228, ECE 301, ESC 301, or ESC 463.

3. **To:** Underline the changes
Developmental Disabilities Minor (12 credits)

6 credits from:

REC 321 Introduction to Therapeutic Recreation Service 3

REH 220 Introduction to Developmental Disabilities 3

6 credits from:

PSY 232 Childhood Psychopathology 3

SPV 228 Introduction to Audiology 3

ECE 301 The Child in Context: Child Study and Development-Birth To Grade 6 3

ESC 301 Psychological Foundations of Middle and High School 3
ESC 463 Special Needs Education: The Identification Instruction & Assessment Special
Needs Population Middle & HS 3

*A 300-level DST course can be used to satisfy Developmental Disability Minor requirements, replacing PSY 232, SPV 228, ECE 301, ESC 301, or ESC 463.

4. **Rationale:**

In the previous curriculum change, there was an error of the REH number. As a result, it included REH 330, not REH 220. Therefore, we submit this curriculum change proposal to correct the error, removing REH 330 and including REH 220 as a requirement for developmental disability minor.

5. **Date of departmental approval:** 12/01/2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Latin American and Caribbean Studies, B.A.

Hegis Number: 0308

Program Code: 34018; MHC 34270

Effective Term: Fall 2022

1. **Type of Change:** Add Distance Format

2. **From:**

Latin American and Caribbean Studies, B.A. (36 Credit Major)

The Latin American and Caribbean Studies major consists of 36 credits, distributed as follows:

6 credits in:

		Credits
LAC 266	Introduction to Latin America and the Caribbean I	3
LAC 267	Introduction to Latin America and the Caribbean II	3

9 credits—one course in each of the following areas:

Socio-Cultural and Economic Processes

		Credits
LAC 210	Women in Latin America	3
LAC 224	Dominicans in the United States	3
LAC 231	Latinos in the United States	3
LAC 235	Caribbean Societies	3
LAC 238	Selected Studies in Societies and Cultures (Latin America)	3

LAC 289	Latin America	3
LAC 307	Black Brazil	3
LAC 312	Latino Migrations	3
LAC 313	Religion in Hispaniola: from Catholicism to African Religions	3
LAC 314	Religions in Latin America, the Caribbean, and Latino U.S.	3
LAC 317	Early Civilization of South America and the Caribbean	3
LAC 318	Early Civilizations of Mexico and Central America	3
LAC 323	Economic Development in Latin America	3
LAC 347	Race and Ethnicity in Latin America and the Caribbean	3
LAC 400	Seminar: Slavery in the New World	3

Literature and the Arts

		Credits
LAC 143	Introduction to the History of Latin American Art	3
LAC 214	Literature of the Caribbean and the Caribbean Diaspora	3
LAC 216	Latin American Cinema	3
LAC 233	Latin American Literature in Translation	3
LAC 241	Literature of the English & Francophone Caribbean	3
LAC 247	Brazilian Literature from the Colonial Period to the Twentieth Century	3
LAC 250	Contemporary Problems in the Hispanic World	3

LAC 265	Contemporary Literature of Spain and Spanish America	3
LAC 300	Literatures of the African Diaspora in Latin America	3
LAC 301	Puerto Rican Literature	3
LAC 316	Visual Culture of Latin America, the Caribbean and the Diaspora	3
LAC 319	Latinos in Film	3
LAC 320	Spanish American Literature of the 19th Century	3
LAC 329	Literature of the Dominican Republic	3
LAC 333	Spanish American Literature of the Conquest	3
LAC 334	The Musical Experience of Caribbean Cultures and Societies	3
LAC 339	Latino Literature	3
LAC 341	Puerto Rican Music	3
LAC 342	Latin American Popular Music	3
LAC 343	Pre-Columbian Art	3
LAC 344	Twentieth-Century Latin American Poetry	3
LAC 346	Introduction to Mexican and Chicano/a Literatures	3
LAC 352	Special Topics in Hispanic Literature	3
LAC 359	Spanish American Civilization	3

History and Politics

		Credits
LAC 225	History of the Dominican Republic	3
LAC 226	Contemporary Dominican Politics and Society	3
LAC 268	History of Mexico	3
LAC 304	The Social History of Hispaniola	3
LAC 306	The Haitian-Dominican Border: Nation, State and Race	3
LAC 315	Comparative History of the Hispanic Caribbean	3
LAC 321	Latino New York	3
LAC 324	History of Cuba	3
LAC 330	Latin America in the Nineteenth Century	3
LAC 331	Modern Latin America	3
LAC 332	Political Systems in Latin America	3
LAC 335	The Afro-Caribbean in World Politics	3
LAC 336	Political Systems of Central America and the Caribbean	3
LAC 337	Latin America and the United States from 1823 to the Present	3
LAC 338	Colonial Latin America	3
LAC 340	Slavery in Latin America and the Caribbean	3
LAC 345	History of South America	3
LAC 349	Latino Political Economy	3

LAC 351	The Mexican Revolution	3
LAC 364	Through Foreign Eyes: Outsiders look at Mexico	3

21 credits in LAC electives:

At least 12 credits must be at the 300- or 400- level.

Language requirement:

In addition to the 36 credit major students must show competency in Spanish. Students must complete, or test out of, the intermediate Spanish sequence of 6 credits:

- For non-native speakers: SPA 201: Intermediate Spanish Grammar and SPA 202: Intermediate Spanish Reading.
- For heritage learners: SPA 203: Elements of Contemporary Spanish I and SPA 204: Elements of Contemporary Spanish II.

3. To:**Latin American and Caribbean Studies, B.A. (36 Credit Major)**

The Latin American and Caribbean Studies major consists of 36 credits, distributed as follows:

6 credits in:

		Credits
LAC 266	Introduction to Latin America and the Caribbean I	3
LAC 267	Introduction to Latin America and the Caribbean II	3

9 credits—one course in each of the following areas:**Socio-Cultural and Economic Processes**

		Credits
LAC 210	Women in Latin America	3
LAC 224	Dominicans in the United States	3
LAC 231	Latinos in the United States	3
LAC 235	Caribbean Societies	3

LAC 238	Selected Studies in Societies and Cultures (Latin America)	3
LAC 289	Latin America	3
LAC 307	Black Brazil	3
LAC 312	Latino Migrations	3
LAC 313	Religion in Hispaniola: from Catholicism to African Religions	3
LAC 314	Religions in Latin America, the Caribbean, and Latino U.S.	3
LAC 317	Early Civilization of South America and the Caribbean	3
LAC 318	Early Civilizations of Mexico and Central America	3
LAC 323	Economic Development in Latin America	3
LAC 347	Race and Ethnicity in Latin America and the Caribbean	3
LAC 400	Seminar: Slavery in the New World	3

Literature and the Arts

		Credits
LAC 143	Introduction to the History of Latin American Art	3
LAC 214	Literature of the Caribbean and the Caribbean Diaspora	3
LAC 216	Latin American Cinema	3
LAC 233	Latin American Literature in Translation	3
LAC 241	Literature of the English & Francophone Caribbean	3
LAC 247	Brazilian Literature from the Colonial Period to the Twentieth Century	3

LAC 250	Contemporary Problems in the Hispanic World	3
LAC 265	Contemporary Literature of Spain and Spanish America	3
LAC 300	Literatures of the African Diaspora in Latin America	3
LAC 301	Puerto Rican Literature	3
LAC 316	Visual Culture of Latin America, the Caribbean and the Diaspora	3
LAC 319	Latinos in Film	3
LAC 320	Spanish American Literature of the 19th Century	3
LAC 329	Literature of the Dominican Republic	3
LAC 333	Spanish American Literature of the Conquest	3
LAC 334	The Musical Experience of Caribbean Cultures and Societies	3
LAC 339	Latino Literature	3
LAC 341	Puerto Rican Music	3
LAC 342	Latin American Popular Music	3
LAC 343	Pre-Columbian Art	3
LAC 344	Twentieth-Century Latin American Poetry	3
LAC 346	Introduction to Mexican and Chicano/a Literatures	3
LAC 352	Special Topics in Hispanic Literature	3
LAC 359	Spanish American Civilization	3

History and Politics

		Credits
LAC 225	History of the Dominican Republic	3
LAC 226	Contemporary Dominican Politics and Society	3
LAC 268	History of Mexico	3
LAC 304	The Social History of Hispaniola	3
LAC 306	The Haitian-Dominican Border: Nation, State and Race	3
LAC 315	Comparative History of the Hispanic Caribbean	3
LAC 321	Latino New York	3
LAC 324	History of Cuba	3
LAC 330	Latin America in the Nineteenth Century	3
LAC 331	Modern Latin America	3
LAC 332	Political Systems in Latin America	3
LAC 335	The Afro-Caribbean in World Politics	3
LAC 336	Political Systems of Central America and the Caribbean	3
LAC 337	Latin America and the United States from 1823 to the Present	3
LAC 338	Colonial Latin America	3
LAC 340	Slavery in Latin America and the Caribbean	3
LAC 345	History of South America	3

LAC 349	Latino Political Economy	3
LAC 351	The Mexican Revolution	3
LAC 364	Through Foreign Eyes: Outsiders look at Mexico	3

21 credits in LAC electives:

At least 12 credits must be at the 300- or 400- level.

Language requirement:

In addition to the 36 credit major students must show competency in Spanish. Students must complete, or test out of, the intermediate Spanish sequence of 6 credits:

- For non-native speakers: SPA 201: Intermediate Spanish Grammar and SPA 202: Intermediate Spanish Reading.
- For heritage learners: SPA 203: Elements of Contemporary Spanish I and SPA 204: Elements of Contemporary Spanish II.

At least 50% of this program can be completed online.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

Formally add distance format.

5. Date of departmental approval: 12/2/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Latino Studies, B.A.

Hegis Number: 0308

Program Code: 34019; MHC 34269

Effective Term: Fall 2022

1. **Type of Change:** Add Distance Format

2. **From:**
Latino Studies, B.A. (36 Credit Major)

The Latino Studies major consists of 36 credits, distributed as follows:

6 credits in required courses:

		Credits
LTS 242	Latinos in the United States	3
LTS 269	History of U.S. Latinos	3

9 credits—one course in each of the following areas:

Socio-Cultural and Economic Processes

		Credits
LTS 213	Puerto Rican Culture: Global Identities	3
LTS 224	Dominicans in the United States	3
LTS 232	Family and Gender Relations among Latinos	3
LTS 308	The Economy of Puerto Rico	3
LTS 311	Migration and the Puerto Rican Community in the United States	3
LTS 312	Latino Migrations	3
LTS 314	Religions in Latin America, the Caribbean, and Latino U.S.	3

LTS 348	Latino Health	3
LTS 349	Latino Political Economy	3

Literature and the Arts

		Credits
LTS 214	Literature of the Caribbean and the Caribbean Diaspora	3
LTS 301	Puerto Rican Literature	3
LTS 302	Dominican American Literature	3
LTS 313	Latino Popular Culture	3
LTS 316	Visual Culture of Latin America, the Caribbean and the Diaspora	3
LTS 319	Latinos in Film	3
LTS 320	Puerto Rican Literature in English	3
LTS 339	Latino Literature	3
LTS 341	Puerto Rican Music	3
LTS 346	Introduction to Mexican and Chicano/a Literature	3

History and Politics

		Credits
LTS 212	History of Puerto Rico	3
LTS 234	Latino Politics	3
LTS 300	Social and Economic History of Puerto Rico from the Industrial Revolution to the Present	3
LTS 307	Contemporary Puerto Rican Politics and Society	3
LTS 309	Latino Social Movements and Civil Rights	3
LTS 321	Latino New York	3

LTS 353	Latino Media	3
LTS 363	Mexican Migration to the U.S.: History, Culture, and Civil Rights	3

15 credits in Latino Studies (LTS) courses:

12 credits in at the 300-level or above.

6 credits electives in LAC or any of the following courses:

		Credits
HIS 244	Modern United States History	3
HIU 315	Recent United States History, 1945 to the Present	3
HIU 335	Immigration in America	3
SOC 338	Race and Ethnicity in Society	3
ESC 310	The Spanish-Speaking American in the Urban School Setting	3
POL 230	Immigration and Citizenship	3

3. To:**Latino Studies, B.A. (36 Credit Major)**

The Latino Studies major consists of 36 credits, distributed as follows:

6 credits in required courses:

		Credits
LTS 242	Latinos in the United States	3
LTS 269	History of U.S. Latinos	3

9 credits—one course in each of the following areas:**Socio-Cultural and Economic Processes**

		Credits
LTS 213	Puerto Rican Culture: Global Identities	3
LTS 224	Dominicans in the United States	3

LTS 232	Family and Gender Relations among Latinos	3
LTS 308	The Economy of Puerto Rico	3
LTS 311	Migration and the Puerto Rican Community in the United States	3
LTS 312	Latino Migrations	3
LTS 314	Religions in Latin America, the Caribbean, and Latino U.S.	3
LTS 348	Latino Health	3
LTS 349	Latino Political Economy	3

Literature and the Arts

		Credits
LTS 214	Literature of the Caribbean and the Caribbean Diaspora	3
LTS 301	Puerto Rican Literature	3
LTS 302	Dominican American Literature	3
LTS 313	Latino Popular Culture	3
LTS 316	Visual Culture of Latin America, the Caribbean and the Diaspora	3
LTS 319	Latinos in Film	3
LTS 320	Puerto Rican Literature in English	3
LTS 339	Latino Literature	3
LTS 341	Puerto Rican Music	3
LTS 346	Introduction to Mexican and Chicano/a Literature	3

History and Politics

		Credits
LTS 212	History of Puerto Rico	3

LTS 234	Latino Politics	3
LTS 300	Social and Economic History of Puerto Rico from the Industrial Revolution to the Present	3
LTS 307	Contemporary Puerto Rican Politics and Society	3
LTS 309	Latino Social Movements and Civil Rights	3
LTS 321	Latino New York	3
LTS 353	Latino Media	3
LTS 363	Mexican Migration to the U.S.: History, Culture, and Civil Rights	3

15 credits in Latino Studies (LTS) courses:

12 credits in at the 300-level or above.

6 credits electives in LAC or any of the following courses:

		Credits
HIS 244	Modern United States History	3
HIU 315	Recent United States History, 1945 to the Present	3
HIU 335	Immigration in America	3
SOC 338	Race and Ethnicity in Society	3
ESC 310	The Spanish-Speaking American in the Urban School Setting	3
POL 230	Immigration and Citizenship	3

At least 50% of this program can be completed online.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

Formally add distance format.

5. Date of departmental approval: 12/2/21

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

Name of Program and Degree Award: Statistics Minor
Effective Term: Fall 2022

1. Type of Change: New minor.

2. Description:
Statistics Minor 11-16 credits

The Statistics minor is designed to provide foundational training in probability, statistics, and the use of data in applied settings. Students will be exposed to both statistical theory and practice. This minor is designed to complement major degree programs primarily in the natural and social sciences.

There are two required courses (8 credits):

	Credits
MAT 327 Statistical Inference	4
MAT 330 Probability and Statistics	4
MAT 176	4*

One additional course (3-4 credits) to be chosen from:

	Credits
MAT 328 Techniques in Data Science	4
MAT 458 Topics in Statistics	4
ECO 402 Econometrics	4
SOC 345 Quantitative Analysis of Sociological Data	4
SOC 348 Reasoning With Data	3

***Prerequisite MAT 176 (4 credits)**

Note: Students considering graduate study in Statistics should also complete MAT 226 and MAT 313.

3. Rationale:

The Bureau of Labor and Statistics indicates that employment in the area of mathematics and statistics is expected to grow 33% over the next 10 years, a much higher rate than other professions. This minor provides students with the content necessary to pursue further study and/or career opportunities in statistics. Natural and Social Science majors can complete this minor to broaden their opportunities post-Lehman and to also have a competitive employment edge. This program advances Lehman's 90x30 vision; it also advances its mission to serve as an engine of upward social mobility for our students.

4. Date of departmental approval: December 14, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 124
Course Title	Algebraic Thinking and Functions for Educators
Description	Using generalization, algebraic structures, and reasoning to represent and analyze mathematical situations. In-depth attention given to functions, modeling, and the transition from arithmetic to algebra. Note. Intended for pre-service elementary and middle school teachers.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Math Department wishes to expand its introductory course offerings, particularly to students interested in becoming elementary and middle school educators. MAT 124 will provide future educators with the critical content and theory they need in the areas of algebraic thinking, functions, and modeling.

4. Learning Outcomes (By the end of the course students will be expected to):

1. Demonstrate a deep and comprehensive understanding of algebraic reasoning, representation and creation of algebraic formulas.
2. Identify and investigate fundamentals of algebra, functions, tables, graphs, and relationships.
3. Demonstrate algebraic thinking and reasoning.
4. Identify the pedagogical implications of algebraic concepts throughout the course.

5. Date of Departmental Approval: December 14, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 125
Course Title	Explorations in Geometry, Probability, and Statistics for Educators
Description	Foundational content in geometry, probability, and statistics using accessible and relevant technology. Measurement, length, area, volume, transformations, experimental design, descriptive measures, sample space, and success. Note. Intended for pre-service elementary and middle school teachers.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Math Department wishes to expand its introductory course offerings, particularly to students interested in becoming elementary and middle school educators. MAT 125 will provide future educators with the critical content and theory they need in the areas of geometry, probability, and statistics.

4. Learning Outcomes (By the end of the course students will be expected to):

1. Demonstrate advanced understanding of axiomatic reasoning, geometric representation and constructions
2. Extend and connect geometric reasoning to algebraic thinking.
3. Identify the pedagogical aspects of geometry content appropriate for K-8 mathematics
4. Use technological tools for teaching and learning geometric concepts
5. Examine theoretical frameworks concerning geometric learning and geometric thinking

5. Date of Departmental Approval: December 14, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 452
Course Title	Topics in Statistics
Description	Various topics in Statistics. NOTE: For specific topics and sections please consult the Department. May be repeated for a maximum of 8 credits.
Pre/ Co Requisites	By Departmental Permission
Credits	4 (maximum 8 credits)
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Mathematics Department plans to expand its course offerings in applied areas. This includes presenting topics/content of special importance to the areas of Statistics and Data Science, which will better serve Lehman students. This topics class will allow Department faculty (both existing and new) to offer relevant, interesting, and engaging courses in this area.

4. Learning Outcomes (By the end of the course students will be expected to):

- Define and explain Statistical concepts relevant to the special topic covered.
- Understand fundamental concepts, formulas, and tools relevant to the special topic covered.
- Apply facts and theorems to solve applied problems on the special topic covered.
- Recognize the relevance and importance of the special topic covered to the field and in real-world applications.

5. Date of Departmental Approval: December 14, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of Change:** Course title, description, prerequisite, hours, credits.

2. **From:** ~~Strike through the changes~~

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 123
Course Title	A Problem-Solving Approach To Mathematics
Description	A problem-solving approach to fundamental ideas in mathematics: properties of counting numbers, integers, rationals and reals; elementary number theory; probability and statistics; geometry.
Pre/ Co Requisites	MAT 104 or placement by the Department of Mathematics and Computer Science.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 123
Course Title	<u>Number Systems and Number Theory For Educators</u>
Description	<u>Properties of counting numbers, integers, rationals and reals; elementary number theory. Operations, computations, and historical developments of these ideas also included. Note. Intended for pre-service elementary and middle school teachers.</u>
Pre/ Co Requisites	MAT 104 or placement by the Department of Mathematics.
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

This course will use the same textbook and cover 3/4ths of the material currently taught in MAT 123. Currently, MAT 123 attempts to cover too much material and is also intended for educators, but this is not clear in the title or description. The Math Department plans to expand its introductory course offerings for elementary and middle-school educators.

Therefore, some content currently in MAT 123 is being moved to new courses (MAT 124/125).

5. **Date of departmental approval:** December 14, 2021

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of Change:** Course description.

2. **From:** ~~Strike through the changes~~

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 227
Course Title	Intermediate Vector Calculus
Description	Continuation of MAT 226. Taylor expansion in several variables, maximum and minimum problems, line integrals, Green's theorem, and introduction to differential equations.
Pre/ Co Requisites	MAT 226
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 227
Course Title	Intermediate Vector Calculus
Description	Continuation of MAT 226. <u>Topics may include surfaces, curvature, Taylor expansion in several variables, vector fields, integral theorems, and applications. Computer software will be used.</u>
Pre/ Co Requisites	MAT 226
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

MAT 227 has not been offered by our department in many years. This new description better describes the material that will be covered and highlight the course's use of technology.

5. **Date of departmental approval:** December 14, 2021

RESOLUTION
by the Academic Freedom Committee
on the Defacement, Mutilation, or Destruction of Posters
David Manier, Chair
February 14, 2022

Whereas, over the past two years, some signs/posters in Carman Hall with a social justice theme have been defaced with hateful graffiti; and

Whereas, over the recent winter break, PSC Union posters were ripped from the doors of Lehman College professors' offices, without their knowledge or consent, and were never returned to them; and

Whereas on January 6th, 2022, racist and antisemitic graffiti were found carved into a public bulletin board at Queens College (in a hall named after Dr. Lloyd Delany, a professor who was the first African American director of the SEEK Program at Queens College); and

Whereas similar incidents have happened on other CUNY campuses in the recent past (e.g., racist vandalism defacing the exterior of the Shirley Fiterman Art Center at BMCC in May, 2021); and

Whereas the Lehman College Mission Statement includes a commitment to advancing equity, inclusion, and social justice and to fostering a campus environment that respects and values diverse perspectives and identities; and

Whereas the Lehman College Statement on Academic Freedom affirms that, when an individual expresses views that others find controversial or unacceptable, the appropriate response may be to respectfully disagree, but under no circumstances should a member of our community be subjected to any form of bullying (including cyberbullying) or administrative retaliation as a consequence of expressing controversial views; and

Whereas we uphold and support the Non-Discrimination Policy of the City University of New York, which states that efforts to "promote diversity and to combat bigotry are an inextricable part of the educational mission of the University," and therefore combating racism is an essential aspect of our educational mission at Lehman College; now therefore be it

Resolved, that the Lehman College Senate affirms the following:

1. We encourage Lehman College faculty and students to express their views, including on issues of social justice and union membership, accepting that at times these views may be challenging, and even appear dangerous, to the status quo; and
2. Lehman College must ensure the security and safety of those on campus, including their freedom to express their views (for example) with signs and posters, and the Lehman College Department of Public Safety must investigate cases where this freedom has been violated; and
3. Professors expressing their views in favor of union membership (for example) with posters on their doors is covered by free speech protections, which Lehman College will do its utmost to ensure and protect; and

3. If an individual disagrees with a sign or poster on Lehman campus, it is not an appropriate response for that individual to deface, mutilate, or destroy it; and
4. Instances of hateful, racist, and antisemitic graffiti and vandalism will be investigated by the Lehman College Department of Public Safety and, where appropriate, will be referred to the NYPD and the New York State Police Hate Crimes Task Force.



Library Technology and Telecommunications Committee Report

Library

- Library announces **EXPANDED** Hours of Operation effective February 28th, Monday-Thursday, 9:00 AM-8:00 PM; Friday, 9:00 AM-5:00 PM; Weekends, 11:00 AM-5:00 PM. In addition – ALL Four Floors of Library will be reopened. Patrons will still need to reserve via LibCal for Day Pass. Please visit Library Homepage for more details. **Masks are Mandatory for everyone visiting Library.** Library services only available to members of Lehman community and you must swipe in order to access building. Social distancing regulations remain in effect. Please respect Library policies. Services will be denied to patrons not following direction of Library staff.
- Library secured additional funding for eBooks and Streaming Media
- Drop-in Zoom Research support available Tuesday and Wednesday afternoons, 2:00 – 5:00 PM. Please schedule Appointment on LibCal.
- Chat, e-mail, telephone support still available
- Library and English Department announce Reading and Discussion of Matt Caprioli's *One Headlight*, Wednesday, March 9th, 12:30-1:30 PM. RSVP on Library Homepage.

Information Technology

- As reported last month, the IT division is in the process of upgrading email security for students, faculty, and staff and this will take place over the remainder of the spring semester. This work includes an upgrade to the Microsoft 365 licenses to provides

improved email security, new features in the ProofPoint spam prevention service, and the implementation of multi-factor authentication to reduce stolen passwords. More to follow soon – please look for an email to the community with details.

- The IT division is working with Academic Affairs and Buildings and Grounds to launch the process of building out upgraded technology in classrooms, starting in Carman Hall, our largest classroom building. We will share a schedule with Deans as the work starts, and will continue to partner with Online Education on demos and workshops.
- The Tech Fee process is underway and all proposals should have been submitted to Deana and VPs by now. The committee will begin meetings in March, and recommendations to the President are expected in late April. CUNY then reviews our plan and Tech Fee funds for the next academic year are made available starting in the October timeframe. Thanks to the students, faculty, and staff who will be involved in the committee process.

Blackboard

- We are pleased to announce that Lehman College has entered an agreement with Hypothesis to participate in a PILOT program through the end of the calendar year. Hypothesis is an annotation program that allows students and faculty to annotate websites and documents. Hypothesis fosters student engagement and collaboration. We will be having an introductory meeting with Hypothesis on Tuesday and I will share the details via email with the community.
- The 2022 Bronx Ed Tech Showcase is scheduled for Friday, May 6th. This virtual event is open to the CUNY Community. The Showcase is a collaborative event between the three Bronx CUNY Colleges. Students and Faculty are invited to submit a proposal to present at the showcase. The theme of the 2022 Showcase is: ***Balancing Learning Modalities: Equity, Access and The Future of Higher Ed***

Lehman College
The City University of New York
Campus Life and Facilities Committee Report
March 2, 2022

AGENDA ITEMS COVERED:

1. UPDATES

a. Robin Auchincloss, Director of Campus Life & Facilities

i. FOOD SERVICES:

1. Large cafeteria in the music building is open for seating but is not scheduled to serve food until Fall 2022 as CUNY is contracting with new food service vendor.
2. Carmen Café which is located on the first floor on the south side of the building will be open for food service 2/28/22.
3. World Cup Café – the prices at the café are high, partly due to the low volume of customers.
 - a. Jen will contact the following regarding these prices: John Kuitwaard; Wayne; Gina Harwood - gina.harwood@lehman.cuny.edu

ii. CAMPUS CONSTRUCTION & UPGRADES:

1. Nursing Building – The concrete foundation and first floor slab are poured. Erection of steel for upper floors to begin in next several weeks. Steel will be stored at north end of student lot. Construction can be viewed on live camera at facilities website at: <https://www.lehman.edu/administration/facilities-management/new-nursing-research-center.php>
2. Gillett – The buildings central exhaust and toilet exhaust have been upgraded.– instructors are advised to open the windows when teaching in this building. B&G can be contacted for assistance with opening windows at 718 960 8180, buildings.grounds@lehman.cuny.edu or off hours by asking public safety to contact custodial supervisor.
3. Carman Lecture Halls – Renovation project for Carman Lecture Halls expected to start during 2022. This renovation will include upgrades to the ventilation systems for these rooms. Upgrade to elevator door lock controls has been completed.
4. Emergency power project is starting on campus which will include new emergency generators.

iii. RETURN TO CAMPUS UPDATES:

1. HVAC ventilation equipment has been serviced and MERV13 filters replaced.
2. HUPA Filters and PPE have been provided at all classrooms.

b. Caleb – Poster Distribution of World Cup Café

- i. In December 2021, Caleb hung 19 posters throughout campus advertising the World Cup Café.
- ii. We have 11 remaining posters that will be put in the T-3 nursing building and by the entrance gates.

2. HEPA FILTERS – Terry Towery concerns

- a. In response to Prof. Towery's two questions: 1) How can we be sure that the plastic wrapper covering the filter has been removed from the machine in our classroom? 2) What is the protocol for a faculty member to request a new filter for their classroom during the COVID pandemic, since it is an urgent situation and classes shouldn't be held in a classroom when the indicator light says that it is time to replace the filter?
 - i. RESPONSES: QUESTION 1) Plastic wrapper needed to be removed by buildings and grounds when locate unit at room, B&G has surveyed units to confirm that wrappers removed following note that wrapper not removed at classroom. QUESTION 2) At each classroom there is a card indicating B&G contact information: B&G can be contacted for PPE refill at classroom, assistance with operating windows, HEPA filter replacement. You can call Buildings & Grounds at 718 960 8180; or send an email to buildings.grounds@lehman.cuny.edu During off hours, you can call public safety and ask them to contact custodial supervisor.

3. ADDITIONAL CONCERNS

- a. Access to Campus: Faculty and students have had trouble getting on campus even though they have followed all steps. Also, faculty have commented that security has not been helpful or kind, at times when problems arise. Who should faculty/staff/students contact when these problems arise? While some offered the suggestion of contacting HR – Eric Washington; or Ashmini Hiralla and/or Dugeidy Ortiz there is no structured response.
 - i. Jen will contact Fausto and Ron Bergman regarding these concerns
- b. Students access to campus: For students who have an in-person class and then followed by a synchronous class over zoom it is difficult to find a place where they can stream the class. While students can reserve a space in the library, they are not allowed to take classes. What potential solutions do we have for these problems? In addition, students have complained that is very difficult to get access into the library.
 - i. Jen will contact Kenneth Schlesinger
 - ii. Jen will contact Ron Bergman

4. CAMPUS LIFE & FACILITIES VACANCY

- a. Jen Collett term will end at the end of this semester and will not seek an additional term. Think of people who may want to be nominated to replace Jen. Also, someone will need to fulfill the role as chair during the 2022-2023 academic year.

5. SPRING 2022 MEETINGS:

- a. During the Spring semester the Campus Life and Facilities Committee will meet on the first Wednesday of the month from 2:30-3:30 PM over zoom. The dates are as follow:
 - Wednesday, March 2, 2:30-3:30 PM
 - Wednesday, April 6, 2:30-3:30 PM

- Wednesday, May 4, 2:30-3:30 PM

ZOOM LINK:

<https://lehman-cuny-edu.zoom.us/j/86561250313?pwd=M2pOY3RsNTd2a0FZTzVSMzhVM0lZQT09>

Meeting ID: 865 6125 0313 Passcode: 480620

Lehman Senate Budget Committee Report

Based on committee meeting on 2/23/2022

Membership and attendance of Joint committee of Senate and FP&B Budget and Long-Range Planning

Senators

Haiping Cheng
Mia Budescu

Alexander Nunez Terres

Theresa Lundy

Monica Duncan
(Rick DesRochers)

Ruth Wangerin

FP&B members

Brian Murphy
Dene Hurley

Marie Marianetti

Wesley Pitts

Carl Mazza

Administration

Peter Nwosu
Rene Rotolo

Bethania Ortega

Bold font indicate the presence

Students

Beatrice Donkor
John Soto

Olivia Opoku

Jamie Price

Sahari Vasquez

Sandra Mathura

Guests: Susan Ebersole

The Budget committee meeting was called to order at 1:10 pm by Haiping Cheng on Feb 23, 2022

- **Budget update:** VP Rotolo and Budget Director Ortega
 - Financial plan update (see slides)
 - FY22 Strategic funding project list (see slides)
 - FY22 CRRSAA/ARPA (Federal Covid 19 fund) funded project list (see slides)

- **Provost report/Grant Office Report:**
 - Provost Nwosu: CUNY faculty hiring through addition to the campus baseline budget → permanent hires
 - Phase 1
 - Spring 2022: CUNY wide 250 lines, Lehman 14 lines
 - Fall 2023: CUNY wide 250 lines, pending CUNY FY23 budge approval
 - Phase 2
 - CUNY wide 540 tenure-track lines, pending FY23 budget approval

- **Lehman Foundation Report** VP Ebersole,
 - details to be presented at next senate meeting.

FY 22 Projected Resources update **Feb 23, 2022**

	Fin Plan	Mid-Year	I/(D)	%
Base Budget	\$107,930	\$107,930	\$0	0.0%
Add'l Allocations & LS	\$4,292	\$6,858	\$2,566	59.8%
Revenue Collections	(\$1,991)	(\$1,841)	\$150	-7.5%
Campus Based Budget	\$110,231	\$112,947	\$2,716	2.5%
CRRSAA/ARPA Funds	\$24,060	\$16,829	(\$7,231)	-30.1%
CUTRA	\$23,754	\$23,754	\$0	0.0%
Total Campus Resources	\$158,045	\$153,530	(\$4,515)	-2.9%
Centrally Managed	\$59,937	\$59,937	\$0	0.0%
Grand Total Resources	\$217,982	\$213,467	(\$4,515)	-2.1%

FY 22 Projected Spending update **Feb 23, 2022**

	Fin Plan	Mid-Year	I/(D)	%
PS Regular	\$90,750	\$85,135	(\$5,615)	-6.2%
Adjuncts*	\$19,217	\$20,521	\$1,304	6.8%
Temporary Service	\$4,873	\$4,500	(\$373)	-7.7%
OTPS	\$18,820	\$19,620	\$800	4.3%
Campus Expenditures*	\$133,660	\$129,776	(\$3,884)	-2.9%
Centrally Managed	\$59,937	\$59,937	\$0	0.0%
Total Expenditures	\$193,597	\$189,713	(\$3,884)	-2.0%

FY 22 Financial Plan: summary, Feb 23, 2022

PROJECTION

	FY2019	FY2020	FY2021	FY2022 Fin Plan	FY2022 Mid-Year
Resources (State Aid +Revenue collections +Federal Stimulus)	\$163,502	\$168,667	\$170,974	\$194,228	\$189,713
Expenditures	\$159,787	\$164,796	\$161,306	\$193,597	\$189,713
<i>Campus managed</i>	\$105,575	\$113,433	\$111,901	\$133,660	\$129,776
<i>Centrally managed</i>	\$54,212	\$51,363	\$49,405	\$59,937	\$59,937
Surplus (Deficit)	\$3,715	\$3,871	\$9,668	\$631	\$0
CUTRA Reserves	\$5,899	\$9,614	\$14,086	\$23,754	\$23,754
Projected Year- End Balance	\$9,614	\$13,485	\$23,754	\$24,385	\$23,754

Projected Financial summary for other CUNY college FY22

	Total Resources	Total Expenditures	Projected Year-End Balance
Baruch College	261,782	249,231	12,551
Brooklyn College	244,872	239,115	5,757
City College	292,381	284,406	7,975
Hunter College	319,539	313,238	6,301
John Jay College	208,270	200,323	7,947
Lehman College	213,490	189,736	23,754
Medgar Evers College	89,064	90,994	(1,929)
NYC College of Technology	176,702	178,702	(2,000)
Queens College	232,568	230,790	1,778
College of Staten Island	168,970	168,899	71
York College	97,453	97,280	173
Senior Colleges Total	2,305,091	2,242,713	62,377

FY 2022 Strategic Funding: *CUTRA Approvals*

STRATEGIC GOAL	STRATEGIC OBJECTIVE	ITEM DESCRIPTION & ANTICIPATED OUTCOME	APPROVED
2	2, 3	Lehman Professors of Excellence Program (Profs.: Galvez, Karabali, Ngo-Ngijol, Sanford)	\$80,000
1	1,2,3	Pedagogy & Curricular Renewal	\$180,000
1	1,2,3	Provost Initiatives: diversity training, GIS community, E-Books, Space Analysis DGS Halls, Academic Momentum \$300k, faculty development	\$547,500
1	2	School of Business 1 st year cost	\$ 360,000
1	1	Enrollment Management: \$15,042.69 - FLIP Advisement EAB implementation costs (EM & IT) \$41,712.26 - EAB implementation costs (EM & IT) \$29,656.25 Schedule builder and Course Dog integration:	\$86,411
2	1	B&G: Custodial Supervisors complete Supervisory Professional Development program.	\$100,000
2	1	Diversity/HR -Recruitment Initiatives: (1)Design, develop and administer recruitment survey to assess experience of candidates who participate in campus interviews; (2)Expand roster of diversity recruitment resources; (3)Incorporate a uniform diversity statement in every position announcement	\$35,000
2	1	Diversity/HR - (1) Retention Initiatives: Improve off-boarding (exit) process; use information to identify work experiences that promote employee engagement and experiences that create a barrier to engagement. (2) Health and Well-being Initiatives: Partner with financial, health and wellness and employee benefits programs to present informational programs for employees. (3)Professional Development: Offer briefings, trainings and other opportunities to improve knowledge, skills and abilities of employees.	\$5,000
1	1	Enrollment Management- Scholarship Program: Monkey Survey software and marketing material	\$15,000
2	1	Enrollment Management- Registrar-electronic records	\$18,000
3	3	Info. Tech - Partner with key stakeholders to increase analytics and process orchestration capabilities, reducing cycle times, improving efficiencies, and increasing student satisfaction and institutional effectiveness.	\$58,000
3	1	Info. Tech - Computer upgrades \$150,000; business infrastructure upgrade \$250,000	\$400,000
3	1	Info. Tech - Establish a new office of digital inclusion to partner college-wide in order to develop strategies and sustainable models that enhance digital equity. This includes access to student loaner devices necessary for teaching and learning, and increasing digital competencies through workshops and training.	\$43,000
Totals			\$1,927,911

*Funds expected to be spend by March 31, 2022; Outcome report on funded initiative due May 15, 2022

FY 2022 Strategic Funding: *CRRSAA/ARPA Funds*

AREA	INITIATIVE	APPROVED
Academic Affairs	On-line Program Development	\$200,000
Enrollment Management	Learning Loss	\$1,380,000
	Student Success	\$172,942
Information Technology	Classroom Technology Upgrade	\$7,691,760
Information Technology	Infrastructure Upgrades	\$750,000
	Total	\$10,194,702

Next Budget committee meeting,
April 27, 2022, 1-2:30pm

University Faculty Senate Meeting – Tuesday, Feb. 22, 2022
Prepared by Melissa Castillo Planas, Lehman College

1. Agenda approved
2. Minutes approved (last meeting 12/7/2021)

3. Chair's Report – Martin Burke

Board Resolutions passed at 1/31/22 meeting

- pass vaccination mandate for faculty, implementation being negotiated with PCS CUNY.

Chancellor has set 4/1/22 as deadline.

- SAT suspension to continue at least through Fall 2023, from Fall 2023-Fall 2025 will be option. After 2025 the University plans on accessing the success of students who submitted SAT/ACTs vs. those who did not.

No public comment available for either, they were presented on a Sunday for vote on Monday. CUNY's faculty were not consulted. He did recommend more consultation, but to no avail.

Friday 2/18 – Faculty Governance endorsed the modalities mandate of 70/30 imposed by chancellor. Has heard that no university wide mandate will be implemented for Fall 2022 – will be meeting with Lemons next week.

Executive board continuing to ask for enrollment numbers, even have considered filling a FOIA. We do know university wide enrollments down 9%, 6% senior colleges, community colleges way higher, graduate and professional schools down 2%... Don't know what the chancellery proposes do due faced with such declines, refuse to share any info with us. SUNY has 10 million for recruitment – don't know what CUNY is going to do.

Good news! – Part time info portal is in the works for part time colleagues to have access to info.

Comments: Other professors from other campuses are relaying that presidents at individual colleges are saying they are going to leave it to the departments (Queens, Medger Evers).

4. Reports of the UFS Standing and Advisory Committees

a. Academic Freedom – Douglas Medina

They are working closely with PSC CUNY academic freedom committee; they are working hard on the modalities issues which they see as an academic freedom issue. Working on creating educational materials around academic freedom and governance issues for example how the imposition of modalities affects department chairs. Drafting a resolution relating to teaching about race, gender, sexuality and critical race theory – will be presented at next plenary in March. Also planning a teach in and a survey of faculty on these issues.

b. Student Affairs – Enid Stubin

Plan on working on assessing distance learning. Considering and tracking the problem of food and housing insecurity, the need for health and mental health services. Also considering influx of veterans from Iraq and Afghanistan wars and the need for services. Have also been working with prison program, accommodation of students with disabilities. Also considering the continued impact of COVID on students.

c. Academic Affairs – Lubie Alatraste

For a year and a half have been working on the effect of phase out of developmental education. Last year looked at placement index. Want to know if there is any data to see the success – the only data they have received is very sparse. Questions: What have been the retention rates in first year, what are the rates of success? How are they doing across disciplines? Also have been working on loss of learning as a result of COVID and need for additional support. Another issue is students who end up/ are encouraged into taking 15 credits to finish and how they do – again, a lack of data is making this difficult to access. Also plan on working on changes in TAP and student success due to changes in modalities. Very busy semester!!

d. Faculty Advisory Council to the Research Foundation – David Jeruzalmi

Council with 11 members across CUNY, across fall and winter met 3x and some are on board of research foundation. New director of RF – Hector Cordero Guzman is now the third new interim president, have stressed need a permanent person to address longstanding issues. One issue is a report that CUNY got after hiring a law firm – 70 recommendations were made. Another issue is customer service of the RF and have documented delays in payment requests, FICA matter (CUNY doctoral students who are US citizens don't get FICA exemption which they should). If you are aware of any issues please reach out - they also have an online form. Satisfaction survey will be coming this spring as well.

e. Library and Information Technology – Roxanne Shirazi

Working on CIS on CUNY First modernization process, faculty have been testing, new changes in April. Have been working on improving access to WIFI. Chief Librarians have adopting a universal access initiative to universalize library experience across campuses, borrowing privileges, access to computers etc. Procurement process for learning next management system – they are reviewing proposals and scoring them; optimistic timeline is that most colleges would use new system (blackboard or something else) by Fall 2023. SUNY recently completed this process and went with a system call bright space (other players are Canvas and Blackboard)

f. Status of faculty – Cynthia Wiseman

Have supported the resolution to support faculty governance at the college of staten island, have also been working on resolutions/ guidance so that CUNY has to consult with faculty in emergency situations (for example CUNY). Idea resolution – diversity, equity and access - will

being going to EC. Also looking at a resolution forwarded to us to change the lecturer line to include two different lines that would give lecturers a pathway to promotion (still under discussion). Also looking at proposal to increase workforce development at Community Colleges which has to deal with curriculum. The overarching concern is that faculty are not consulted in much of anything.

5. Proposed Resolution on Distribution of Instructional Modalities – Lubie Alatraste

Calling it “70/30” resolution – basically a response to the administration mandating this... Resolution is about shared governance and transparency – the erosion of faculty input has been going on for a long time and COVID has exacerbated this. We want to be a part of the process **BEFORE** decisions are made.

Part of the resolution calls for a formal request for investigation into academic freedom and shared governance and there was some discussion about if that is a good route. Another issue is about state education department requirements which if there is not a formal online program must be at least 50% in person.

We voted to strike the call for an investigation (I abstained), voted over the resolution (I abstained) – but there was some confusion over whether or not there’s a quorum (basically everyone had to vote yes) and it did not pass.

6. Update on the Governor’s Executive Budget and Budget Process – John Verzani and Ned Benton – NO TIME FOR THIS BECAUSE WE ARE WAY OVER TIME, so they are just supposed to send their comments to the UFS listserve and respond to questions. I will forward any important info.

7. Resolution of Appreciation from the Budget Advisory Committee Commemorating Senior Vice Chancellor Matt Sapienza’s Service to the University Faculty Senate

The resolution is amended to come from the plenary instead of the budget advisory committee and the resolution passes.

8. Proposed Resolution from The Committee on Higher Education and the Prisons – Emily Tai

This resolution endorses Governor Hochul’s proposal to reinstate TAP for incarcerated students, which was ended by Gov. Pataki in 1995. Resolution passes with 97% (I think – but are there enough votes, quorum issues?)

Academic Assessment Committee Report

Lehman College, The City University of New York

Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness

Assessment Management System

- The implementation process for the College's new AMS System, Watermark's *Planning & Self-Study* is continuing.
- Training for system administrators has been completed.
- Lehman's early adopters have been added to the system.
- Campus-wide training will commence this spring.

Review of 2022 AY Assessment Plans

- Will commence in February following approval of a review template
- Pairs of Academic Assessment Committee members will review plans using the approved template

Assessment Plan Template

Assessment Plan Evaluation Template			
Program or Unit:	[Name]		
Reviewer:	[Name]		
Step 1: Identify Outcomes(s), Goal(s), Objective(s) to be assessed.			
Element	Question	Response Yes/No/N.A.	Comments
1.1	Are learning, support, or performance outcomes provided in the plan?		
1.2	Are the outcomes to be assessed specific and concise?		
1.3	Are the outcomes measurable?		



Assessment Plan Template

Step 2: Determine the criteria for measuring success			
Element	Question	Response Yes/No/N.A.	Comments
2.1	Are one or more indicators of success provided?		
2.2	Are benchmarks for success e.g. a specific percentage of students will meet a given standard of performance, provided in the plan?		
2.3	Are the predetermined benchmarks for success consistent across academic years?		
Step 3: Identify methods and measures for the assessment			
Element	Question	Response Yes/No/N.A.	Comments
3.1	Are outcomes assessed with direct measures?		
3.2	Are outcomes assessed with indirect measures?		
3.3	Are the measures valid (reflect the outcomes being assessed)?		
3.4	Are the measures reliable (unbiased and reproducible)?		

Assessment Plan Template

Lehman College's Institutional Learning Outcomes: For assessment that can be mapped to these ILOs.			
Domain	Outcome	Relevant to the Assessment Yes/No/N.A.	Comments
Educated: Independent thinkers, who actively and skillfully cultivate the capacity to conceptualize, analyze, evaluate, synthesize, and communicate.	Competence within a discipline		
	Critical thinking skills		
	Quantitative reasoning		
	Information literacy		
	Research		

Assessment Plan Template

Empowered: Confident thinkers, who recognize the power of informed inquiry to solving problems.	Oral communication		
	Written communication		
	Ability to work collaboratively as part of a team		
Engaged: Citizens, who contribute to their local, national and global communities using reason, integrity, empathy, accuracy, humility, and civility.	Demonstrate potential for leadership		
	Multicultural, global and ethical awareness of diverse peoples and communities		

Review of 2022 AY Assessment Plans

Benefits of a review template

- Will standardize the feedback around Lehman's 6-step assessment cycle
- Will enable faculty to enhance assessment plans
- Will allow for documentation of issues. This documentation will identify issues and create opportunities for improving assessment practices

Assessment Workshop

Closing the loop:

- *Write action plans*
- *Incorporate action plans into the assessment cycle*
- *Understand how action plans can contribute to sustained improvement*
- *Date: February 17, 2022*

Next Meeting

March 10th at 2:00 PM